



# SOCIAL STUDIES KINDERGARTEN TO GRADE 12

## VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies will meet the needs and reflect the nature of 21<sup>st</sup> century learners, and it will have at its heart the concepts of citizenship and identity in the Canadian context. It will be reflective of the diverse cultural perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for every student as he or she engages in active and responsible citizenship locally, nationally and globally.

## DEFINITION

Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other social science disciplines. It focuses on people's relationships with their social, physical, spiritual, cultural, economic, political and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally and globally in a complex and changing world.

## APPROACHES TO LEARNING

In responding to the needs of all students, the Alberta Social Studies Kindergarten to Grade 12 Program of Studies fosters approaches to learning that:

- are student-centred and connected to each student's life experiences
- emphasize the importance of cultural diversity and students' varied backgrounds and traditions
- accommodate diverse ways of teaching and learning
- develop skills of critical thinking and self-reflection
- incorporate strategies that promote active learning and participation
- encourage students to explore diverse perspectives on important social issues.

The concepts of citizenship and identity are at the core of these approaches to learning in the social studies program. These two concepts are interrelated and overlapping. Just as individual and social identities have an impact on citizenship and civic participation, citizenship and civic participation have an effect on how individual and collective identities develop. Exploring citizenship and identity through a multiple perspectives approach creates a learning environment that promotes mutual respect and understanding among learners, and provides for a more comprehensive understanding of social studies issues. Students' diverse backgrounds and



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## MULTIPLE PERSPECTIVES APPROACH

Central to the vision of the Alberta social studies program is the recognition of the pluralistic and evolving nature of Canadian society. Students bring multiple perspectives to citizenship and identity. These perspectives are shaped by the diverse experiences and backgrounds that make all individuals unique. They are also grounded in students' collective identities that are formed by their own culture, heritage and history. This combination of individual and collective identity contributes to students' self-knowledge of who they are as Canadian citizens. In supporting the vision for social studies in meeting the needs of students, the Alberta program of studies provides opportunities for students to critically examine social studies topics and issues through multiple viewpoints and perspectives.

Living together in an increasingly pluralistic world requires an understanding and appreciation of diverse viewpoints and perspectives that arise from differences in culture, gender, class, ideology, spirituality, philosophy, values, language and experience. By exploring diverse perspectives surrounding the historical and current issues affecting society, and through grounding these issues in their own experiences and understandings, students are able to acquire, through the Alberta social studies program, the knowledge, skills and attitudes essential to developing a sense of self, place and civic responsibility.

The Alberta social studies program will also help all learners achieve an understanding of the complexity of Canada's sociopolitical context and the diverse perspectives generated by Canada's sociopolitical evolution and constitutional heritage.

- understand and value diverse viewpoints and perspectives
- reflect critically on a variety of worldviews and perspectives
- foster responsible and active citizenship as contributing members of society
- recognize and understand the values and experiences of one's own heritage and history
- appreciate and respect the values of various individuals and groups in society and the world
- develop an understanding of cultural diversity, pluralism, official bilingualism and intercultural understanding
- develop an understanding of the roles, perspectives, contributions, heritage and history of the diverse cultures within Canada.

## RECOGNIZING CANADA'S PEOPLES

Integral to a multiple perspectives approach to learning in the Canadian context is recognition of the importance of ensuring that all citizens have a sense of belonging within a national fabric interwoven with cultural, ethnic and linguistic diversity. Respect for the diverse heritages of Canadians promotes ethnic and racial harmony, freedom and security.

By exploring Canada's pluralism, all partners in Canadian society will maintain a dialogue with each other, learn from one another, and work together to build a Canada that celebrates its partnerships and enables all citizens to feel a strong sense of belonging. Recognizing and respecting the diversity of Canadians fosters a sense of inclusion and a commitment to building a strong and united Canada.

## Promoting Understanding of Aboriginal Peoples in Canada

Aboriginal peoples in Canada are recognized as First Nations, Inuit and Métis. Each group addresses vast diversity within historical and contemporary perspectives. Central to identity are languages and cultures that link each group with its physical world, worldviews and traditions. Fundamental to lifelong learning is the development of knowledge and understandings, skills and attitudes, and values holistically transmitted by Elders and passed down from generation to generation.

In actively promoting and recognizing culturally diverse, culturally relevant, culturally sensitive and culturally responsive content of Aboriginal perspectives, the Alberta social studies program will:

- increase knowledge and understanding of the complexities and evolving nature of Aboriginal histories, demographics, economics and political dimensions
- recognize rural, urban, cultural, linguistic and political differences
- recognize commonalities of Aboriginal societies that reflect parallel traditions, values and attitudes
- recognize relationships between Nations and constitutional realities of 21<sup>st</sup> century changes.

Aboriginal peoples developed diverse cultures and self-governing Nations, controlled vast territories and had self-sustaining economies. Their ways of life and governance were changed forever upon the initial European contact. Guided by the voices of Aboriginal peoples, education can play a role in strengthening and revitalizing Aboriginal cultures. In achieving this goal, the Alberta social studies program will enable students to see Aboriginal cultures and identity presented in the curriculum in an authentic and respectful way.

The social studies program will enable Aboriginal students in Alberta to:

- strengthen personal competencies as individuals and social beings

- develop a sense of personal empowerment as contributing members of their groups and communities
- express who they are with confidence as they communicate and interact with others.

The basis of Aboriginal peoples' relationships with Canada continues to be interpreted and negotiated through the treaty-making process, and through the entrenchment of Aboriginal and treaty rights in the Canadian Constitution. Aboriginal rights have been further affirmed through the legal concepts of Aboriginal title.

For all Alberta students, the social studies program will:

- promote an accurate understanding of First Nations, Métis and Inuit heritage and history
- provide a realistic contemporary portrayal of the lives and contributions of Aboriginal peoples
- increase knowledge and understanding of the diversity and richness of First Nations, Métis and Inuit cultures
- develop a detailed, accurate explanation of the legal rights of First Nations, Métis and Inuit peoples.

## Promoting Understanding of Culturally Diverse Francophones in Canada

The Francophone experience is integral to Canadian history, identity and culture. Even though Francophone Canadians are multicultural and have different traditions and histories, they all have common concerns for the vitality of their language, cultures and identities in the North American and world contexts.

A cornerstone of Canadian diversity is recognition of the official minority language rights, which further support the *Official Languages Act*. In order to ensure a broad understanding of diversity in the Canadian context, the recognition of Canada's Francophones through the multiple perspectives approach provides all learners with an understanding of the contribution of Francophone Canadians as one of the original

partners in shaping Canada, as well as their role in contemporary Canadian society.

For all Alberta students, the social studies program will:

- promote thorough knowledge and understanding of French-Canadian history and of the Francophonie in general
- introduce and instill an appreciation of the multiethnic and intercultural nature of the Canadian Francophonie
- develop appreciation and respect for the bilingual character and multicultural nature of Canada
- foster recognition of the needs particular to Alberta's Francophone learners and communities, thus providing them with the space they need to grow.

Social studies occupies a central position in successful Francophone education in Alberta. By fostering citizenship and identity, the program will empower students to affirm Francophone rights, support their Francophone communities and enhance the vitality of their milieu at the local, provincial, territorial, national and global levels.

For students enrolled in Francophone programs, the social studies program will:

- strengthen Francophone identity and play its role in creating Francophone schools that will constitute a focal point of living culture that meets the needs and expectations of parents and the Francophone community
- foster creativity and encourage students to play an active role in contributing to the flourishing of Francophone culture, families and communities
- promote partnership with the home, community and business world to strengthen the complementary links among school, family and community
- engage students in participating in the bilingual and multicultural nature of Canada
- encourage the development of a common Francophone Canadian culture and community solidarity

- equip students with tools that foster community dialogue.

## Promoting Understanding of Culturally Diverse Groups in Canada

Tremendous cultural diversity exists among Canadians. From the initial arrival of European explorers, traders and colonists to the most recent immigration from countries as diverse as the United Kingdom, China, South Africa, Chile and India, many groups call Canada home. The various ethno-cultural peoples that these groups include have made significant contributions to Canada's history, identity and culture.

Through the social studies program, students will explore the British foundations of Canada's political and legal institutions. They will also come to appreciate the status of English as an official language, as well as the constitutional guarantees provided for all Canadians regardless of race, national or ethnic origin, or colour.

Recognizing the experiences, contributions and multiple perspectives of culturally diverse groups in Canada in the social studies program will enable all students in Alberta to:

- recognize the integral contributions made to the development of Canada by immigrants and their descendants
- develop competence to positively relate with Canadians of diverse backgrounds
- encourage all citizens to fully participate in Canadian society
- affirm the value and dignity of all Canadian citizens, regardless of their racial, national or ethnic origins or colour
- realize that the individual's sense of self is enhanced by recognition and respect for his or her cultural identity
- understand that cultural and linguistic differences enrich Canadian identity
- appreciate that Canada's pluralism is a comparative advantage in a globalizing world.

## ISSUES-FOCUSED APPROACH

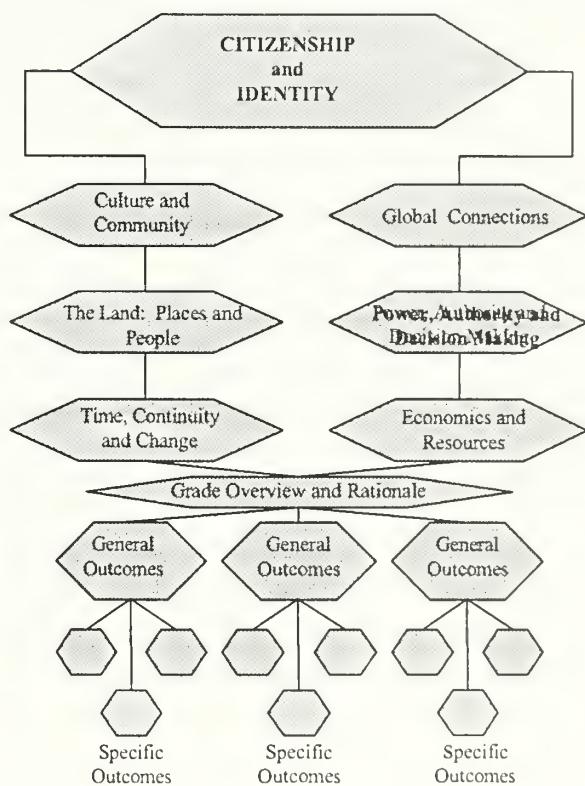
The social studies program helps to construct meaning and increase understanding of social studies topics and issues. It promotes interactive, experiential, authentic learning that encourages students to challenge their presuppositions and construct their own points of view. It is designed to promote metacognitive thought by encouraging critical reflection, questioning and the consideration of diverse points of view. Active inquiry into personally relevant questions enables students to question, validate, expand, re-create and express their knowledge and understanding. Through opportunities for active inquiry into social studies issues, including controversial ones, students become creative, critical and informed decision-makers, aware of the implications of their decisions.

The integration of current affairs into an issues-focused approach motivates students to engage in meaningful dialogue on relevant historical and contemporary topics. Applying critical-thinking skills and investigating issues from multiple perspectives will help students to make informed and thoughtful decisions on local, community, national and global issues. The study of current affairs adds relevance, interest and immediacy to social studies and contributes to the development of lifelong citizenship characteristics. Teachers provide opportunities for students to acquire and apply skills and strategies to explore social studies topics by using and integrating various types of media.

An issues-focused approach that incorporates current affairs engages students in problem solving as it applies to real-life issues, fostering active and responsible citizenship.

## ORGANIZATION OF THE PROGRAM OF STUDIES

The concepts of citizenship and identity form the foundation for learning in the program of studies. Learning related to these core concepts is achieved through thematically-organized content at each grade level that reflects the six interdisciplinary strands of social studies. These strands provide a focus for the content in the curriculum. Within the framework of the strands, general outcomes for each grade level and specific outcomes for students' values and attitudes, knowledge and understanding, and skills and processes are present. These outcomes provide guidance for assessment of student progress during the learning process.



## CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

### Citizenship

Fundamental to the Alberta social studies program is the development of active and responsible citizenship. Broadly defined, citizenship is the understanding of relationships among needs, rights, roles and responsibilities, governance, and an awareness of one's capacity to effect change.

Development of citizenship in social studies:

- encourages informed and critical societal and political participation
- fosters reflection and internalization of positive values and attitudes related to an understanding of civic ethics
- promotes a commitment to the democratic ideals of equity and equality, and freedom and justice
- includes a historical dimension that examines how citizenship and the idea of civic participation have evolved over time.

Alberta students experience citizenship in different ways. Positive self-esteem and a strong sense of identity are essential in developing a willingness to contribute as active and responsible citizens. Students living in a minority setting and students experiencing social and physical challenges, need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of empowerment as citizens. The Alberta social studies program engages students in continued dialogue regarding the bilingual nature of the country and the multiple cultural perspectives, including Aboriginal and Francophone, that contribute to citizenship in the Canadian context.

### Identity

An individual's identity is shaped by multiple factors and processes. These include cultural affiliations; language; interaction; membership in communities; shared historical experiences, symbols and traditions; observation and

self-reflection; media; gender; religion and socioeconomic situations. By exploring these factors through social studies, students will develop and value their individual and collective identities and better fulfill their role as active and responsible citizens in society.

Self-esteem and a strong sense of identity are necessary foundations for effective and enriched interpersonal and social relationships. Social studies helps students to define who they are in relation to those who surround them, and in relation to the role they fulfill in their communities and society.

The sense of being a citizen, enjoying equal rights and equitable status in contemporary society, has a great impact on an individual's sense of identity. The Alberta social studies program strives to help students develop an awareness of the personal characteristics they possess that enable them to participate constructively as contributing citizens in their communities and society.

### STRANDS OF SOCIAL STUDIES

The six strands reflect the interdisciplinary nature of social studies; they define its disciplines and serve as lenses through which citizenship and identity and topics and issues are examined. The strands are interrelated and constitute the basis for the themes and learning outcomes in the social studies program. The six strands are:

- Culture and Community
- The Land: Places and People
- Time, Continuity and Change
- Global Connections
- Power, Authority and Decision Making
- Economics and Resources

### Culture and Community

Culture and community play an important role in students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Through exploring culture- and community-related themes and learning outcomes, students examine shared values and their own sense of belonging, beliefs, traditions and

languages. Students examine the human interaction in, and the concepts, symbols and expressions of, their own and others' cultural, linguistic and social communities locally, nationally and globally.

## The Land: Places and People

Exploring the dynamic relationship that humans have with the land and with places and environments affects the decisions that students make and their understanding of perspectives, issues, citizenship and identity. By investigating themes and learning outcomes connected to people, places and natural environments, students examine the impact of physical geography on the social, political, environmental and economic organization of societies. They consider how connections to the land help them to interpret spatial information, influence their sense of place and define their roles and responsibilities as citizens locally, nationally and globally.

## Time, Continuity and Change

Understanding the significance of historical relationships and the roles of time, continuity and change in historical events facilitates students' abilities to develop a foundation for citizenship and identity and explore issues through multiple perspectives. An examination of Canadian and world history and contemporary issues within their historical context enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future. This examination also enables students to interpret and use evidence; understand the construction of historical knowledge and the effects of continuity, causality and change; and identify patterns in and parallel accounts of history, including oral histories, personal stories and social histories.

## Global Connections

Critically examining multiple perspectives and connections among local, national and global issues and concerns enhances students' understanding of citizenship and identity and the

interdependent nature of people, communities, societies and nations. An exploration of this interdependence enhances students' comprehension of economic relationships, sustainability, universal human rights and global consciousness, and it helps students to develop empathy with respect to world conditions.

## Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives affects students' consideration of how these concepts have an impact on individuals, relationships, communities and nations; and it affects students' understanding of related issues and of citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority in formal and informal settings is the focus of this strand. Students will examine government and political structures, leadership, governance, justice and laws, fairness and equity, conflict and cooperation, and decision-making processes. This examination will develop a broader understanding of the individual's power in decision making and promote active and responsible citizenship.

## Economics and Resources

Consideration of multiple perspectives regarding the use, distribution and management of resources and wealth will impact students and their understanding of the effects that economics and resources have on human societies, needs and quality of life around the world. Students will explore basic economic systems, trade, forms of economic organization and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change, locally, nationally and globally.

## **GENERAL AND SPECIFIC OUTCOMES**

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that students are experiencing at each grade level during their thematic, strand-based learning experiences.

### **General Outcomes**

General outcomes are broad statements that identify what students are expected to know and be able to do upon completion of a grade. General outcomes have been identified for each theme within a grade.

### **Specific Outcomes**

Specific outcomes are statements identifying explicit components of values and attitudes, knowledge and understanding, and skills and processes that are to be demonstrated in each theme at each grade level. Specific outcomes are building blocks that enable students to be successful at achieving general outcomes for each grade.

## **OUTCOMES RELATED TO VALUES AND ATTITUDES**

Social studies fosters the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing pluralistic society. Generally, attitudes are an expression of one's values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence within the local, national and global communities are fundamental to citizenship and identity. The outcomes for values and attitudes are organized by content and grade level.

## **OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING**

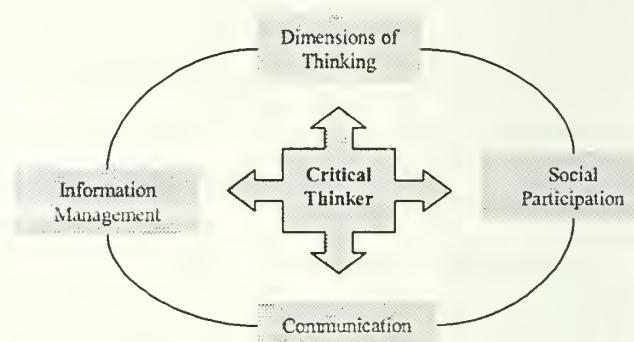
Knowledge and understanding involves the breadth and depth of facts, information, concepts, evidence, ideas and options derived from history, geography, economics, law, political science and other social science disciplines. Acquiring knowledge and applying it to new contexts is a dynamic process where students explore social studies in order to broaden their understanding of citizenship and identity from diverse perspectives. The outcomes for knowledge and understanding are organized by grade level.

## **OUTCOMES RELATED TO SKILLS AND PROCESSES**

The specific outcomes in the program for skills and processes represent students' need to apply their learning of skills to relevant situations, and their need to develop, practise and maintain essential skills as their learning evolves from grade to grade. For organizational purposes, the skill outcomes are grouped into categories; however, many of the skills are interrelated and overlapping.

The skills categories for the Alberta social studies program are:

- **Dimensions of Thinking**
- **Social Participation**
- **Communication**
- **Information Management**



## Dimensions of Thinking

In social studies, students learn, acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning in new contexts. The following dimensions of thinking have been identified as key components in social studies learning: critical thinking and metacognition, creative thinking, and decision making and problem solving.

- ***Critical Thinking and Metacognition***

Critical thinking is the process of arriving at a reasoned judgement through the inquiry, analysis and evaluation of claims, conclusions, definitions, evidence, ideas, beliefs, actions and contexts. Students will use criteria and critical thinking skills to make judgements about the past, present and future. Criteria include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

While using critical thinking skills to formulate judgements, students will make use of metacognitive skills to reflect upon and develop an awareness of their own learning processes. This awareness will guide students toward believing in their own abilities when applying knowledge to new contexts. The metacognitive process involves both the conscious awareness and the conscious control of one's learning, and it occurs when students possess knowledge, have control over knowledge and have appropriate use of knowledge. Metacognition provides students with the skills and strategies that assist them in becoming successful lifelong learners capable of "thinking about thinking."

Creating opportunities for students to acquire and develop metacognitive skills and strategies is a key component in social studies education. Students who possess a large repertoire of metacognitive strategies

appreciate the diversity of points of view on topics and issues. They are also more flexible in approaching problems and making decisions, and are able to reflect on their own behaviours as responsible citizens.

- ***Creative Thinking***

Creative thinking skills provide students with opportunities to identify unique connections among ideas and to create unique and insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

- ***Decision Making and Problem Solving***

Decision-making processes foster student ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgements until all the options and perspectives have been explored, seeking clarity for a variety of choices and perspectives, examining the cause-effect relationship between choices, and basing decisions on values and beliefs.

Closely related to decision-making skills, problem-solving processes in social studies provide students with the opportunity to pose problems and apply their learning to consider the causes, dimensions, possible courses of action and consequences of potential solutions. Problem-solving skills help develop thinking strategies, allowing students to move forward in determining a solution for a problem or issue that may have multiple or complex causes and that may not have a clear solution.

## Social Participation

Social participation skills enable students to develop effective relations with others, to work in cooperative ways toward common goals and to

collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences, with a focus on active participation in their communities.

## Communication

Communication skills enable students to receive, interpret and express information and ideas clearly and purposefully. These skills include the development of oral, textual, visual and media literacy, and the use of communication technologies for the exchange of information and ideas.

- ***Oral and Textual Literacy***

Oral language is the foundation of literacy. Through the skills of listening and speaking, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Oral language is emphasized in the social studies program to tell a community's stories and to convey beliefs, values and traditions.

Written language is also a powerful means of communicating and learning. Reading and writing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. Reading skills provide students with a means of accessing the ideas, perspectives and experiences of others. Writing skills enable students to explore, shape and clarify thoughts and to communicate these thoughts to others.

- ***Visual Literacy***

Students in social studies will be provided with opportunities to learn visual literacy skills in order to develop an ability to discern, read and create a variety of visual texts. Information texts, such as textbooks, encyclopedias, brochures, signs and catalogues, include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and

timelines which are often complex and have multilayered meanings. Visual literacy skills assist students in assessing these elements.

- ***Media Literacy***

Media literacy skills in social studies involve students in accessing, interpreting, analyzing and evaluating forms of mass media texts, such as news media, television, Internet and advertising, that focus on social studies content. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated; detecting bias in the process of power, authority and decision making when creating media texts; and examining the responsibility of citizens to respond to media texts.

## Information Management

In order to make meaning of information, students need to make connections and critically consider what they know and read, see or hear. Developing the skills to deal effectively with information prepares students for active participation in society and will contribute to their appreciation of learning as a lifelong process. By learning information management skills, students will construct further understanding in social studies, gathering and processing data using the following strategies, technology, tools and information sources.

- ***Technology***

Use of technological tools and techniques provides students with opportunities to actively explore diverse information, to solve problems and to design innovative products. In social studies, students will acquire and apply appropriate technology skills while exploring social studies concepts. These skills support students' preparation for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world.

- ***Research***

Research is a process requiring a systematic approach to an issue or problem. Incorporating research skills into social studies instruction provides opportunities for students to apply the skills of critical thinking, creative thinking, decision making and problem solving while they are actively inquiring into concepts. From this process, students learn procedures for managing information efficiently and effectively, and they participate as active and independent learners.

- ***Geographic and Historical Data***

Managing geographic and historical information involves identifying and synthesizing changing patterns of peoples, places and events in primary and secondary sources, textual information, maps, atlases, globes and electronic sources. By demonstrating the skills required to manipulate geographic and historical information, students apply and communicate their understanding of social studies issues and concepts.

# Guide to Reading the Program of Studies

Grade title →

## OVERVIEW

- description of the grade

## RATIONALE

- reason for selection of topics

## TERMINOLOGY

- key vocabulary emphasized in the grade for students

First digit indicates grade;  
second digit indicates  
general outcome number

## GRADE 3: Connecting with the World

### Overview

Grade 3 students will investigate life in diverse communities around the world. They will inquire into how the geographic, social, economic and cultural characteristics have shaped communities in the world. Students will also explore the roles and responsibilities citizens have in these communities. They will enrich their awareness and appreciation of how people live in other places and will broaden their understanding of culture and cultural diversity. Examples of contemporary communities will be drawn from the Pacific Rim, Western Europe, South America and India.

### Rationale

In order for students to develop an awareness of themselves as global citizens, Grade 3 provides opportunities to explore defining characteristics of communities around the world and the diverse nature of these communities.

### Terminology

export, global, global citizenship, import, quality of life, relative location, resources

#### General Outcome 3.1 Communities in the World

Students will demonstrate an understanding of how social, cultural, linguistic, geographic and economic characteristics shape communities in other parts of the world and appreciate how the contributions of individuals affect the quality of life in these communities.

#### General Outcome 3.2 Global Connections

Students will demonstrate an understanding and appreciation of how Canada's connections to communities around the world can have social, cultural, linguistic and economic impacts on these communities.

## SKILLS AND PROCESSES FOR GRADE 3

SKILL CATEGORY →

### DIMENSIONS OF THINKING

*Students will:*

#### 3.S.1 develop skills of critical thinking and creative thinking by:

- critically evaluating ideas, information and positions from diverse perspectives
- distinguishing fact from opinion
- formulating new questions as research progresses
- re-evaluating opinions to reflect a broadened understanding of a topic or issue
- generating and applying original ideas and strategies in situations of individual and group activities

### 3.1 Communities in the World

#### General Outcome

Students will demonstrate an understanding of how social, cultural, linguistic, geographic and economic characteristics shape communities in other parts of the world and appreciate how the contributions of individuals affect the quality of life in these communities.

#### Specific Outcomes

##### ► Values and Attitudes

*Students will:*

###### 3.1.1 appreciate similarities and differences among people and communities in the world by:

- demonstrating an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

##### ► Knowledge and Understanding

*Students will:*

###### 3.1.2 determine the social, cultural and linguistic characteristics that shape communities in other parts of the world by:

- discussing aspects of daily life in the communities studied (CC)

## Scope and Sequence

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade. The structure provides continuity and linkages from grade to grade. In addition, the themes in each grade are components of the one central theme, reflected in the grade title.

| Grade               | Grade Title and Themes                                                                                                                                                        | Linkages and Sequencing                                                                                                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kindergarten</b> | <b>Being Together</b><br>K.1 I Am Unique<br>K.2 I Belong<br>K.3 Cooperation and Respect                                                                                       | Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.                                                                                                                                |
| <b>One</b>          | <b>Citizenship: Belonging and Connecting</b><br>1.1 My World: Home, School, Community<br>1.2 Moving Forward with the Past: My Community in the Past                           | Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The introduction of historical thinking is applied to the concept of community.                                                         |
| <b>Two</b>          | <b>Communities in Canada</b><br>2.1 Canada's Dynamic Communities<br>2.2 Moving Forward with the Past                                                                          | Grade 2 expands on the concept of community through examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students examine a fur trade fort.                  |
| <b>Three</b>        | <b>Connecting with the World</b><br>3.1 Communities in the World<br>3.2 Global Connections                                                                                    | Grade 3 continues to build on the knowledge of community and citizenship by examining various communities in the world.                                                                                                                           |
| <b>Four</b>         | <b>Canada: The Land, People and Stories</b><br>4.1 Physical and Human Geography of Canada<br>4.2 Stories of Canada's Beginnings<br>4.3 Canada Today                           | Grade 4 introduces specific geographic skills through an examination of Canada and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. |
| <b>Five</b>         | <b>Alberta: A Sense of Place</b><br>5.1 Physical and Human Geography of Alberta<br>5.2 The Stories and People of Alberta<br>5.3 Alberta: Celebrations and Challenges          | Grade 5 builds on Grade 4, situating Alberta within Canada and introducing economics and politics to the stories of Alberta. Archaeology and anthropology are also introduced in Grade 5 to further develop historical thinking skills.           |
| <b>Six</b>          | <b>Action and Participation: Locally and Globally</b><br>6.1 Citizens Participating in Decisions<br>6.2 Quality of Life around the World<br>6.3 Local Actions, Global Impacts | Grade 6 builds on the political structure introduced in Grade 5 and emphasizes and develops the skills of active and responsible participation. Global citizenship is introduced through an examination of communities in the world.              |

(continued)

(continued)

| Grade         | Grade Title and Themes                                                                                                                                                                                                  | Linkages and Sequencing                                                                                                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Seven</b>  | <b>Canada: Origins, Movement of People and Settlement</b><br>7.1 Canada Prior to Confederation<br>7.2 Movement toward the West<br>7.3 Canada up to the 21 <sup>st</sup> Century                                         | Grade 7 provides a comprehensive examination of Canadian history and introduces the concept of intercultural contact. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada, the themes for Grade 9.                                          |
| <b>Eight</b>  | <b>Worldviews Examined</b><br>8.1 Elements of Worldviews<br>8.2 Worldviews: Isolation and Adaptation<br>8.3 Origins of the Western Worldview<br>8.4 Worldviews in Conflict                                              | Grade 8 expands on the concept of intercultural contact through an examination of past societies in different parts of the world. It continues to develop historical thinking skills. It also provides linkages to differing worldviews, examined in Grade 9 in the Canadian context. |
| <b>Nine</b>   | <b>Canada: Opportunities and Challenges</b><br>9.1 Models of Decision Making within Canada<br>9.2 Aboriginal Cultures and Presence in Canada<br>9.3 Francophone Presence in Canada<br>9.4 Emerging Issues for Canadians | Grade 9 builds critical thinking skills through analysis of political structures, issues and events in contemporary Canada and their historical foundations. Opportunities for in-depth debate and analysis of emerging issues are provided.                                          |
| <b>Ten</b>    | <b>Responding to Globalization</b>                                                                                                                                                                                      | These are the proposed themes for the senior high school program of studies, currently under development.                                                                                                                                                                             |
| <b>Eleven</b> | <b>Perspectives on Nationalism</b>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                       |
| <b>Twelve</b> | <b>Foundations and Challenges of Liberalism and Democracy</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |

# KINDERGARTEN: Being Together

## Overview

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and will be encouraged to express interest, sensitivity and responsibility in their interactions with others. Through inquiry into their social, physical and cultural environments, they will see themselves as part of the larger world.

## Rationale

In order to develop the foundations of active and responsible citizenship, social studies in Kindergarten emphasizes development of a strong sense of identity and self-esteem.

## Terminology

culture, environment, group, individual, respect, the past, uniqueness

| General Outcome K.1<br><b>I Am Unique</b>                                                                                                                                         | General Outcome K.2<br><b>I Belong</b>                                                                                                                    | General Outcome K.3<br><b>Cooperation and Respect</b>                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding and appreciation of the multiple social, cultural, linguistic and physical factors that contribute to an individual's unique identity. | Students will demonstrate an understanding and appreciation of the characteristics and interests that are common among members of communities and groups. | Students will demonstrate interest, sensitivity and responsibility in their interactions with others and the environment to create a safe and caring atmosphere. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economies and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR KINDERGARTEN

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**K.S.1 develop skills of critical thinking and creative thinking by:**

- evaluating ideas and information from diverse perspectives
- distinguishing fact from fiction
- choosing and justifying a course of action
- generating and applying original ideas and strategies in situations of work and play, individually and in groups
- comparing and contrasting information from similar types of electronic sources

**K.S.2 demonstrate the skills of conflict resolution, cooperation and consensus building by:**

- working and playing in harmony with others
- considering the needs of others
- demonstrating a willingness to share space and resources
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- sharing information collected from electronic sources to add to a group task

### ► SOCIAL PARTICIPATION

*Students will:*

**K.S.3 choose age-appropriate social participation as respectful and responsible citizens, such as reporting bullying and vandalism**

### ► COMMUNICATION

*Students will:*

**K.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- responding appropriately to comments and questions, using language that is respectful of human diversity
- speaking in a clear voice to share ideas and information, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using such tools as paint and draw programs
- using technology to organize and display data in a problem-solving context

**K.S.5 develop skills of media literacy by:**

- determining the main points or ideas in a media presentation
- summarizing data, picking key words from gathered information and using jottings, point form or retelling

### ► INFORMATION MANAGEMENT

*Students will:*

**K.S.6 follow the research process to complete an inquiry by:**

- formulating questions to make meaning of a topic

## **SKILLS AND PROCESSES FOR KINDERGARTEN (continued)**

- comparing and contrasting information gathered; i.e., illustrations, photographs, videos, objects, auditory cues
- navigating within a document
- accessing and retrieving appropriate information from electronic sources
- accessing and retrieving appropriate information from electronic sources for a specific inquiry
- processing information from more than one source to retell what has been discovered
- following a plan to complete an inquiry
- formulating new questions as research progresses
- organizing information from more than one source
- developing questions that reflect a personal information need

### **K.S.7 develop geographic skills by:**

- getting to and from destinations within school
- recognizing familiar places within the community
- asking geographic questions, such as asking for directions
- creating and using a simple map to locate specific areas within the school and community
- locating Canada on a globe or map
- using photographs, pictures or objects to compare the characteristics of various areas of the world; i.e., jungle, desert, Arctic, ocean

### **K.S.8 develop historical thinking skills by:**

- recognizing that some activities or events occur at particular times of the day or year
- recognizing that activities or events occur in the present or in the past
- differentiating between events and activities that occurred recently and long ago
- recognizing that days and months follow a specific order on a calendar

## K.1 I Am Unique

### General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, cultural, linguistic and physical factors that contribute to an individual's unique identity.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- K.1.1 value their unique characteristics, interests, gifts and talents (I)
- K.1.2 appreciate the unique characteristics, interests, gifts and talents of others (I)

#### ► Knowledge and Understanding

*Students will:*

- K.1.3 examine what makes them unique individuals by:
  - describing their characteristics and interests (I)
  - identifying their gifts and talents (I)
  - developing an awareness of the cultural and linguistic aspects of their identity (I)
  - explaining the origin or significance of their given names (I)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
| C   | Citizenship                 | CC   | Culture and Community                |
| I   | Identity                    | TCC  | Time, Continuity and Change          |
| ER  | Economics and Resources     | GC   | Global Connections                   |
| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

## K.2 I Belong

### General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that are common among members of communities and groups.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- K.2.1 demonstrate a willingness to share personal stories about belonging to groups (I)
- K.2.2 value and respect significant people in their lives (I)
- K.2.3 appreciate how their participation in their communities affects their sense of belonging (I, C)

#### ► Knowledge and Understanding

*Students will:*

- K.2.4 examine the common characteristics and interests that bring people together in groups by:
  - describing diverse groups in which people live, work and play together (CC)
  - recognizing that they belong to groups and to their communities (I)
  - identifying people who are responsible for helping, caring and making decisions for them at home, at school and in the community (PADM)
  - exploring traditions at home, at school and in the community (CC, TCC)
  - exploring how living and participating in their community affects their sense of belonging (I)
  - determining the common interests and characteristics shared by members of their groups (C, CC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## K.3 Cooperation and Respect

### General Outcome

Students will demonstrate interest, sensitivity and responsibility in their interactions with others and the environment to create a safe and caring atmosphere.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**K.3.1 respect the diverse ways individuals share, cooperate, work and play together by:**

- demonstrating a willingness to share and cooperate with others (C)
- appreciating the important contributions of individuals at home, at school and in the community (CC)
- appreciating feelings, ideas and experiences shared by others (C, I)
- assuming responsibility for personal actions, words and choices (PADM, C)
- developing an awareness of the importance of protecting the environment (LPP, C)

#### ► Knowledge and Understanding

*Students will:*

**K.3.2 discover ways in which people cooperate and contribute in order to live together peacefully by:**

- retelling the rules at home, at school and in the community (PADM)
- demonstrating the skills of cooperation and consensus building at home, at school and in the community (C, I)
- demonstrating care and concern for the environment in their actions (LPP, C)
- giving examples of how people contribute to a group or community (CC)
- identifying the benefits of working cooperatively with others (CC)

**K.3.3 explore how we demonstrate respect for ourselves and others by:**

- expressing interest in written and oral stories of the past (TCC)
- demonstrating awareness that people may have come from other parts of Canada or the world (C, LPP)
- expressing interest and sensitivity toward cultural and linguistic diversity in the school and in the community (CC)
- demonstrating awareness of the similarities and differences among individuals (CC)
- assuming responsibility for personal actions, words and choices (C)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

# Glossary of Terminology—Kindergarten

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**culture**—the beliefs, values, socially transmitted behaviours and traditions, language, arts, and other human endeavours considered together as being characteristics of a particular community, period or people

**environment**—what constitutes immediate surroundings and can include physical, human and natural elements

**group**—people who are together and connected

**individual**—a human being

**respect**—willingness to show consideration or appreciation

**the past**—the time before now and today

**uniqueness**—character of something that is one of a kind, without parallel



# GRADE 1: Citizenship: Belonging and Connecting

## Overview

Grade 1 students will explore roles and responsibilities they have as citizens in schools, groups and their own communities. Students will explore the various aspects that define communities, such as geographic, cultural and linguistic characteristics. Students will have opportunities to share their personal stories and explore traditions and symbols that are reflected in one's group or community. They will enhance their understanding of the diverse needs of others and will consider factors that bring people together in groups. They will discover how they can contribute as individuals to the well-being of the groups to which they belong and how needs are met in other places. Students will be encouraged to care for the natural environment and to show concern for other people in their relationships, communities and groups. Examples for this grade will be drawn from the student's own community as well as other urban and rural communities.

## Rationale

Grade 1 students will be given opportunities to develop self-esteem and identity within communities and groups. By learning about the well-being, growth and vitality of the diverse groups to which they belong, the foundations of active and responsible citizenship will be reinforced.

## Terminology

characteristics, community, cooperation, decision making, family, interests, responsibility, role, traditions, vitality

| <b>General Outcome 1.1</b><br><b>My World:<br/>Home, School, Community</b>                                                                                                                                                                                   | <b>General Outcome 1.2</b><br><b>Moving Forward with the Past:<br/>My Community in the Past</b>                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and their contributions as citizens who ensure the well-being, growth and vitality of their communities. | Students will demonstrate an understanding and appreciation of specific changes in their family, school and communities over time. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 1

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**1.S.1 develop skills of critical thinking and creative thinking by:**

- evaluating ideas and information from diverse perspectives
- distinguishing fact from opinion
- critically considering various explanations for a given situation
- choosing and justifying a course of action
- generating and applying original ideas and strategies in situations of work and play, individually and in groups
- comparing and contrasting information from similar types of electronic sources

**1.S.2 demonstrate the skills of conflict resolution, cooperation and consensus building by:**

- working and playing in harmony with others
- considering the needs of others
- demonstrating a willingness to share space and resources
- proposing strategies or options to solve problems
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- sharing information collected from electronic sources to add to a group task

### ► SOCIAL PARTICIPATION

*Students will:*

**1.S.3 choose age-appropriate social participation as respectful and responsible citizens, such as reporting bullying**

### ► COMMUNICATION

*Students will:*

**1.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- responding appropriately to comments and questions, using language that is respectful of human diversity
- speaking in a clear voice to share ideas and information, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using paint and draw programs
- using technology to organize and display data in a problem-solving context
- using technology to support and present conclusions

**1.S.5 develop skills of media literacy by:**

- determining the main points or ideas in a media presentation
- summarizing data, picking key words from gathered information and using jottings, point form or retelling

## **SKILLS AND PROCESSES FOR GRADE 1 (continued)**

### **► INFORMATION MANAGEMENT**

*Students will:*

**1.S.6 follow the research process to complete an inquiry by:**

- formulating questions to make meaning of a topic
- comparing and contrasting information gathered
- navigating within a document
- accessing and retrieving appropriate information from electronic sources for a specific inquiry
- processing information from more than one source to retell what has been discovered
- following a plan to complete an inquiry
- formulating new questions as research progresses
- organizing information from more than one source
- developing questions that reflect a personal information need
- drawing conclusions from organized information
- making predictions based on organized information

**1.S.7 develop geographic skills by:**

- asking geographic questions, such as asking for directions
- creating and using a simple map to locate specific areas within the school and community
- locating Canada on a globe or map
- using cardinal directions to locate places on maps and globes

**1.S.8 develop historical thinking skills by:**

- using general time concepts such as before, after, now and long ago
- differentiating between what happened long ago and yesterday

## 1.1 My World: Home, School, Community

### General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and their contributions as citizens who ensure the well-being, growth and vitality of their communities.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**1.1.1 value self and others as unique individuals in relation to each other and their world by:**

- appreciating how belonging to communities and groups enriches an individual's identity (I)
- respecting their individual rights and the rights of others (C)
- appreciating diverse points of view, languages, cultures and experiences (C)
- recognizing and respecting how the needs of others may be different from their own (C)
- appreciating how the languages, traditions, celebrations and stories of their families and communities contribute to their sense of identity (TCC)

**1.1.2 value the communities and groups to which they belong by:**

- assuming responsibility for their individual choices and actions (CC, I)
- demonstrating a willingness to share and cooperate with others (C, PADM)
- appreciating how their actions might affect other people and how the actions of others might affect them (C)
- demonstrating a willingness to resolve issues or problems peacefully (C, PADM)

#### ► Knowledge and Understanding

*Students will:*

**1.1.3 examine how they belong and are connected to their world by:**

- defining the concept of community as it relates to them and their world (CC)
- describing cultural, linguistic or community groups to which they belong (C)
- explaining their individual roles, responsibilities and rights at home, at school, in groups and in communities (CC, C, I)
- explaining how their experiences have helped them to change and grow (I)
- exploring characteristics and symbolic representations that unite and represent members of their own and other groups or communities (CC)
- exploring how belonging to communities and groups enriches an individual's identity (I, CC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

**1.1.4 examine the geographic characteristics of communities by:**

- demonstrating an awareness of globes and maps as representations of real places (LPP)
- differentiating between urban and rural communities (LPP)
- distinguishing between town/city/province/country (LPP)
- demonstrating an awareness of Canada as a country represented on globes and maps (LPP)
- identifying landmarks in their communities (TCC)

**1.1.5 determine what makes their communities thrive by:**

- identifying ways in which they and other people contribute to their community and cooperate in order to live together peacefully (C, I)
- exploring ways in which they or other people help one another at home, at school and in groups to ensure the vitality of their community (C)
- analyzing how their individual actions contribute to the well-being of their groups and communities (C, I)
- giving examples of decision making at home, at school, in their communities and in groups (PADM)
- explaining how caring for the natural environment contributes to the well-being of their community (LPP)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 1.2 Moving Forward with the Past: My Community in the Past

### General Outcome

Students will demonstrate an understanding and appreciation of specific changes in their family, school and communities over time.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

1.2.1 appreciate how family stories and family events of the past connect them to the present by:

- respecting symbols of heritage and traditions in family (TCC)
- recognizing how events and people from the past, including Aboriginal and Francophone, may influence the present in their communities (TCC, C)
- recognizing how their ancestors contribute to their sense of identity (I)

#### ► Knowledge and Understanding

*Students will:*

1.2.2 analyze how the present is influenced by events or people of the past by:

- identifying the contributions of diverse Aboriginal, Francophone and cultural groups to the development of the community in the past (TCC)
- giving examples of traditions, celebrations and stories that connect them to the past (TCC)
- naming historic sites in their communities (TCC)
- explaining the origins of names of streets, schools and towns (LPP, TCC)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

# Glossary of Terminology—Grade 1

---

**characteristics**—the particular combination of qualities in a person or place that makes that person or place different from others

**community**—refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or geographically-defined shared space

**cooperation**—to act or work together for a particular purpose, or to help someone willingly when help is requested

**decision making**—the process of making a choice after careful consideration of all available options and potential consequences

**family**—a social group of people that care for and support one another, often consisting of a parent, or parents, and their children, siblings and sometimes grandparents, uncles, aunts and other caregivers

**interests**—the power to hold your attention and excite your mind or to make you want to be involved or discover more about something

**responsibility**—having control and authority over something or someone and the duty of taking care of it or him/her

**role**—the position of a person or group of people in a particular situation and the degree to which they are involved in it, or the duty or use which someone or something is expected to perform or have

**traditions**—beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of these in a particular group or society considered as a whole

**vitality**—the capacity of a group or community to connect with its heritage and establish the institutions necessary for its functioning, growth and empowerment



# GRADE 2: Communities in Canada

## Overview

Based on their understanding of their own communities, Grade 2 students will explore characteristics of communities in Canada. They will apply their understanding of the various aspects that define communities, such as geography, cultures, languages, heritage, economics and resources, in their investigation into how communities are connected. Students will discover how people live in communities from the Canadian Atlantic Coast, Pacific Coast, the Arctic and the Prairie region. Examples will reflect diverse cultural, Aboriginal and Francophone dimensions of communities in Canada. The study of a fur trade fort will provide students with opportunities to examine a historical community with diverse cultural heritage.

## Rationale

Grade 2 students will inquire into the defining characteristics of a variety of communities in Canada to foster an appreciation for each community's contributions to Canada's pluralistic society.

Through these explorations, students will develop an appreciation of and respect for how diverse cultural perspectives affect one's roles, responsibilities and belonging to one's community.

## Terminology

cultural diversity, goods, human geography, physical geography, pluralism, services

| <b>General Outcome 2.1</b><br><b>Canada's Dynamic Communities</b>                                                                                                                                                                         | <b>General Outcome 2.2</b><br><b>Moving Forward with the Past</b>                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how the culture, language and traditions of peoples shape, change and connect Canada's communities, and appreciate the impact of the natural and physical environment on these communities. | Students will demonstrate an understanding of how fur trade forts emerged, and appreciate the various interactions and cooperation among Aboriginal, Francophone and British peoples, inside and surrounding the fort. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 2

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**2.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- distinguishing fact from opinion
- formulating new questions as research progresses
- re-evaluating opinions to reflect a broadened understanding of a topic or an issue
- generating and applying original ideas and strategies in situations of individual and group activities
- comparing and contrasting information from similar types of electronic sources

**2.S.2 participate in problem solving, decision making and consensus building by:**

- proposing strategies or options to solve problems
- demonstrating the ability to deal constructively with diversity and disagreement
- collaborating with others in devising strategies for dealing with problems and issues
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- sharing information collected from electronic sources to add to a group task
- identifying a problem within a defined context

### ► SOCIAL PARTICIPATION

*Students will:*

**2.S.3 choose age-appropriate social participation as respectful and responsible citizens, such as participating in an environmental program**

### ► COMMUNICATION

*Students will:*

**2.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- responding appropriately to comments and questions, using language that is respectful of human diversity
- preparing and presenting speeches, multimedia presentations and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using such tools as paint and draw programs
- using technology to organize and display data in a problem-solving context
- using technology to support and present conclusions

**2.S.5 develop skills of media literacy by:**

- comparing information from print media, television and photographs
- summarizing data, picking key words from gathered information and using jottings, point form or retelling

## SKILLS AND PROCESSES FOR GRADE 2 (continued)

### ► INFORMATION MANAGEMENT

*Students will:*

**2.S.6 follow the research process to complete an inquiry by:**

- organizing and summarizing data
- making inferences and drawing conclusions from gathered information
- navigating within a document, compact disc or other software program that contains links
- accessing and retrieving appropriate information from electronic sources for a specific inquiry
- processing information from more than one source to retell what has been discovered
- following a plan to complete an inquiry
- formulating new questions as research progresses
- organizing information from more than one source
- developing questions that reflect a personal information need
- drawing conclusions from organized information
- making predictions based on organized information

**2.S.7 develop geographic skills by:**

- identifying geographic tools that assist in preparing graphs and maps
- creating and using a simple map to locate communities studied
- applying the concept of relative location to determine locations of people and places by asking geographic questions
- using a scale to determine the distance between places on maps and globes
- using cardinal directions to locate places on maps and globes

**2.S.8 develop historical thinking skills by:**

- correctly applying terms related to time, including past, present, future, decade, century and generation

## 2.1 Canada's Dynamic Communities

### General Outcome

Students will demonstrate an understanding of how the culture, language and traditions of peoples shape, change and connect Canada's communities and appreciate the impact of the natural and physical environment on these communities.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**2.1.1 appreciate the physical and cultural diversity of communities in Canada by:**

- understanding that diverse Aboriginal societies were the original inhabitants of North America (TCC, CC)
- understanding that diverse Francophone communities have existed in Canada for centuries (TCC, CC)
- valuing oral history and stories as ways to learn about the land (TCC, LPP)
- recognizing that many Canadian communities have a diversity of cultural heritages (CC, LPP)
- demonstrating respect for historic sites and monuments of communities studied (LPP, TCC, CC)
- recognizing that their quality of life is enhanced by the work and products of other communities in Canada (ER)
- explaining the impact of the natural environment on Canadian communities (LPP, ER)
- demonstrating care and concern for the environment through their choices and actions (C, ER, LPP)

#### ► Knowledge and Understanding

*Students will:*

**2.1.2 investigate the physical, cultural and linguistic characteristics of communities in Canada by:**

- locating them on a map of Canada (LPP)
- outlining the physical features of their own community and other selected communities (LPP)
- determining why a community originated or was established in a particular geographic setting (TCC, LPP)
- discussing ways in which the natural landscape, including soil, water and climate, affect the quality of life in selected communities (LPP, ER)
- examining diverse ways humans interact with the natural environment and the impact on both (LPP, ER)
- distinguishing Aboriginal origins, Francophone and/or diverse cultural roots and presence in selected communities (LPP, TCC, CC)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
| C   | Citizenship                 | CC   | Culture and Community                |
| I   | Identity                    | TCC  | Time, Continuity and Change          |
| ER  | Economics and Resources     | GC   | Global Connections                   |
| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

- identifying historic sites and monuments reflecting Aboriginal, Francophone and/or diverse cultural presence in selected communities (LPP, TCC, CC)
- researching traditions and celebrations in the communities studied that connect them to the past and to each other (LPP, TCC, CC)
- discussing how communities are strengthened by their stories, traditions and events of the past (TCC, CC)
- giving examples of characteristics common among Canadian communities studied (LPP, CC)
- naming the variety of languages that are spoken in selected communities (CC, LPP)
- distinguishing French and English as Canada's official languages (PADM, CC)

**2.1.3 compare their own community with selected communities in Canada by:**

- giving examples of the constructed features of their own community and other selected communities (LPP)
- comparing the variety and availability of natural resources (LPP, ER)
- describing goods and services available in Canadian communities (ER)
- identifying ways in which communities help each other economically (ER)
- discovering noneconomic connections among communities, such as cultural exchanges, languages, traditions and music (ER)
- investigating ways that agricultural activities influence the dependence that rural and urban communities have on each other (ER)

|     |                             |
|-----|-----------------------------|
| C   | Citizenship                 |
| I   | Identity                    |
| ER  | Economics and Resources     |
| LPP | The Land: Places and People |

|      |                                      |
|------|--------------------------------------|
| CC   | Culture and Community                |
| TCC  | Time, Continuity and Change          |
| GC   | Global Connections                   |
| PADM | Power, Authority and Decision Making |

## 2.2 Moving Forward with the Past

### General Outcome

Students will demonstrate an understanding of how fur trade forts emerged and appreciate the various interactions and cooperation among Aboriginal, Francophone and British peoples, inside and surrounding the fort.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 2.2.1 appreciate how stories of the past connect them to the present (TCC)
- 2.2.2 appreciate the importance of collaboration and living in harmony (PADM)
- 2.2.3 appreciate how cultural and linguistic exchanges affect a community (CC)

#### ► Knowledge and Understanding

*Students will:*

- 2.2.4 examine the influence the Aboriginal, Francophone and British peoples had on each other at a fur trade fort by:
  - giving examples of specific roles and tasks of adults and children in the daily functions and protection of the fort (TCC)
  - assessing how the cultures of those living at the fort influenced the quality of life (TCC)
  - researching how business was conducted (TCC, ER)
  - explaining how the Aboriginal, Francophone and British peoples communicated, collaborated and interacted in a fort (TCC, CC, PADM)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## Glossary of Terminology—Grade 2

---

**cultural diversity**—the co-existence of a variety of cultural groups, representing differences of beliefs and values, within a given shared space

**goods**—items that are produced, transported and have an economic value

**human geography**—the branch of geography that pertains specifically to how humans adapt to their environment

**physical geography**—the study of the physical characteristics of the environment, for example, landforms, climate and bodies of water

**pluralism**—the co-existence of different types of people, who have different types of beliefs, opinions and characteristics, within the same society

**services**—physical or intellectual labour



# GRADE 3: Connecting with the World

## Overview

Grade 3 students will investigate life in diverse communities around the world. They will inquire into how the geographic, social, economic and cultural characteristics have shaped communities in the world. Students will also explore the roles and responsibilities citizens have in these communities. They will enrich their awareness and appreciation of how people live in other places and will broaden their understanding of culture and cultural diversity. Examples of contemporary communities will be drawn from the Pacific Rim, Western Europe, South America and India.

## Rationale

In order for students to develop an awareness of themselves as global citizens, Grade 3 provides opportunities to explore the defining characteristics of communities around the world and the diverse nature of these communities.

## Terminology

export, global, global citizenship, import, quality of life, relative location, resources

| General Outcome 3.1<br>Communities in the World                                                                                                                                                                                                                             | General Outcome 3.2<br>Global Connections                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how social, cultural, linguistic, geographic and economic characteristics shape communities in other parts of the world, and appreciate how the contributions of individuals affect the quality of life in these communities. | Students will demonstrate an understanding and appreciation of how Canada's connections to communities around the world can have social, cultural, linguistic and economic impacts on these communities. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 3

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**3.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- distinguishing fact from opinion
- formulating new questions as research progresses
- re-evaluating opinions to reflect a broadened understanding of a topic or an issue
- generating and applying original ideas and strategies in situations of individual and group activities
- comparing and contrasting information from similar types of electronic sources

**3.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- demonstrating the ability to deal constructively with diversity and disagreement
- collaborating with others in devising strategies for dealing with problems and issues
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- sharing information collected from electronic sources to add to a group task
- identifying a problem within a defined context

### ► SOCIAL PARTICIPATION

*Students will:*

**3.S.3 choose age-appropriate social participation as respectful and responsible citizens, such as reporting school vandalism**

### ► COMMUNICATION

*Students will:*

**3.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- responding appropriately to comments and questions, using language that is respectful of human diversity
- preparing and presenting speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using such tools as paint and draw programs
- using technology to organize and display data in a problem-solving context
- using technology to support and present conclusions

**3.S.5 develop skills of media literacy by:**

- distinguishing between facts and opinions in media literacy and current affairs
- summarizing data, picking key words from gathered information and using jottings, point form or retelling

## SKILLS AND PROCESSES FOR GRADE 3 (continued)

### ► INFORMATION MANAGEMENT

*Students will:*

**3.S.6 follow the research process to complete an inquiry by:**

- making connections between cause and effect relationships from gathered information
- evaluating information to support or reject a position, an issue or a research question
- navigating within a document, compact disc or other software program that contains links
- processing information from more than one source to retell what has been discovered
- following a plan to complete an inquiry
- formulating new questions as research progresses
- organizing information from more than one source
- developing questions that reflect a personal information need
- drawing conclusions from organized information
- making predictions based on organized information

**3.S.7 develop geographic skills by:**

- identifying geographic tools that assist in preparing graphs and maps
- creating and using a simple map to locate communities studied
- applying the concept of relative location to determine locations of people and places, asking geographic questions
- using a scale to determine the distance between places on maps and globes
- using cardinal and intermediate directions to locate places on maps and globes
- accessing and retrieving appropriate information from electronic sources for a specific inquiry

**3.S.8 develop historical thinking skills by:**

- correctly applying terms related to time, including past, present, future, decade, century and generation

## 3.1 Communities in the World

### General Outcome

Students will demonstrate an understanding of how social, cultural, linguistic, geographic and economic characteristics shape communities in other parts of the world and appreciate how the contributions of individuals affect the quality of life in these communities.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

##### 3.1.1 appreciate similarities and differences among people and communities in the world by:

- demonstrating an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)
- analyzing how land sustains communities as well as the diversity of people living with the land (LPP, GC, ER)
- recognizing that individual contributions can make a difference within global communities (I, GC)
- describing how land sustains communities and the diverse ways that people have of living with the land (LPP, GC)
- identifying the variety of jobs, occupations, recreational activities and work in communities studied (ER)
- recognizing disagreement as an essential component of a democratic society (PADM)
- recognizing how their contributions can make a difference within their communities and in the world (C)

#### ► Knowledge and Understanding

*Students will:*

##### 3.1.2 determine the social, cultural and linguistic characteristics that shape communities in other parts of the world by:

- discussing aspects of daily life in the communities studied (CC)
- examining how culture and language affect daily life in the communities studied (CC, GC)
- giving examples of traditions, celebrations, stories and practices of communities in the world that connect them to the past and to each other (TCC, CC)
- exploring how geographic and social challenges are faced by the communities studied (CC, GC)
- researching examples of Indigenous and Francophone communities outside of Canada (CC)
- distinguishing how formal and informal types of leadership roles are taken in the communities studied (PADM)
- explaining how individuals and groups maintain peace in the communities studied (PADM, GC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

**3.1.3 research the geographic characteristics that shape communities in other parts of the world by:**

- locating and identifying continents, countries or regions studied on a map or globe (LPP)
- investigating how geography and climate affect choices, decisions and quality of life (LPP, GC)
- comparing ways in which people depend on, adapt to and change the environment in which they live and work (LPP, ER)
- describing how communities studied show concern for their natural environment (GC, LPP)

**3.1.4 compare and contrast the economic characteristics that shape communities in other parts of the world by:**

- distinguishing the goods and services imported and exported by the communities studied (ER, GC)
- describing agricultural activities among communities in the world (LPP, ER)
- evaluating the impact of technology on the ways of life of communities studied (ER)
- giving examples of technologies, transportation and communication in communities studied (ER)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 3.2 Global Connections

### General Outcome

Students will demonstrate an understanding and appreciation of how Canada's connections to communities around the world can have social, cultural, linguistic and economic impacts on these communities.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**3.2.1 appreciate connections between Canada and communities around the world by:**

- recognizing how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respecting the equality of all human beings (C, I, GC)

#### ► Knowledge and Understanding

*Students will:*

**3.2.2 compare daily life in their own communities to life in communities around the world by:**

- determining occupations and skills that may be exchanged between Canada and communities around the world (GC, ER)
- examining the currencies used by communities around the world and comparing their value to the Canadian dollar (ER, GC)
- examining the factors that address the social, cultural and linguistic needs of citizens in communities (C, CC)
- determining the social, cultural, linguistic and economic characteristics of communities around the world (CC)

**3.2.3 explore the concept of global citizenship by:**

- comparing the rights, responsibilities and roles of citizens in communities around the world to those of Canadian citizens (C, GC)
- determining environmental concerns that communities in Canada and the world share (GC, ER)
- identifying global issues that affect the quality of life in communities around the world (GC, CC)
- discussing organizations that support communities throughout the world (GC, PADM)
- determining the types of actions they can take to make a difference in the world (C, GC, PADM)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## Glossary of Terminology—Grade 3

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**export**—to sell goods and services to another country

**global**—relating to the whole world

**global citizenship**—a feeling of responsibility, beyond a country’s borders, toward humanity

**import**—to buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another

**quality of life**—the level of enjoyment, comfort and health that a person has in his or her life

**relative location**—a geographic location that is described by comparing its location to another location

**resources**—useful or valuable possessions or qualities of a country, organization or person



# GRADE 4: Canada: The Land, People and Stories

## Overview

Grade 4 students will explore stories that reflect the languages, cultures, heritage and diversity of peoples in Canada. As they reflect upon the peoples and stories of Canada, students will develop a sense of place and an awareness of how these diverse stories contribute to their sense of citizenship and identity.

Students will examine the physical characteristics of Canada's diverse geographic regions and explore relationships between the land, places and people. Selections will reflect diverse cultural, Aboriginal and Francophone elements of Canadian culture and identity.

## Rationale

Grade 4 students will be provided with opportunities to explore how the diversity of stories and experiences and the vastness of Canada affect citizenship and identity in the Canadian context.

**Stories:** Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

Within the context of social studies, stories provide students with varied opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canadian history and contemporary society.

## Terminology

Confederation, demographics, Elder, heritage, immigration, latitude, natural resources, political divisions, region, stories

| General Outcome 4.1<br>Physical and Human Geography of Canada                                                                                                                            | General Outcome 4.2<br>Stories of Canada's Beginnings                                                                                              | General Outcome 4.3<br>Canada Today                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how physical geography of Canada impacts human geography, and appreciate how stories of Canada reflect people's interaction with the land. | Students will demonstrate an understanding of peoples and stories of Canada's beginnings, and appreciate how culture and heritage are transmitted. | Students will demonstrate an understanding and appreciation of how Canada's changing demographics impact identity and citizenship in the Canadian context. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 4

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**4.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the ability to analyze significant current affairs
- distinguishing fact from opinion
- formulating new questions as research progresses
- re-evaluating opinions to reflect a broadened understanding of a topic or an issue
- generating and applying creative ideas and strategies in individual and group activities
- seeking responses to inquiries from various authorities through electronic media
- recognizing that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

**4.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- demonstrating the ability to deal constructively with diversity and disagreement
- collaborating with others to devise strategies for dealing with problems and issues
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- selecting and using technology to assist in problem solving
- generating alternative solutions to problems by using technology to facilitate the process

### ► SOCIAL PARTICIPATION

*Students will:*

**4.S.3 demonstrate respectful and responsible citizenship by choosing age-appropriate social participation, such as participating in a class recycling program**

### ► COMMUNICATION

*Students will:*

**4.S.4 communicate effectively by:**

- listening to others in order to understand their perspectives
- responding appropriately to comments and questions, while using language that conveys respect for human diversity
- preparing and presenting speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using appropriate technology and tools, such as paint and draw programs
- using selected presentation tools to demonstrate connections among various pieces of information

## **SKILLS AND PROCESSES FOR GRADE 4 (continued)**

### **4.S.5 develop skills of media literacy by:**

- examining and assessing diverse perspectives regarding issues presented through the media
- identifying and distinguishing points of view expressed in electronic sources on a particular topic

### **► INFORMATION MANAGEMENT**

*Students will:*

### **4.S.6 follow the research process to complete an inquiry by:**

- developing the skills of skimming and scanning to gather relevant information
- organizing and synthesizing information gathered from a variety of sources
- using graphic organizers, such as webbing or Venn diagrams, to make meaning of information
- drawing and supporting conclusions based on information gathered to answer a research question
- navigating within a document, compact disc or other software application that contains links
- accessing and retrieving appropriate information from the Internet, using a specific search path or from given uniform resource locations (URLs)
- organizing information gathered from the Internet, or an electronic source, selecting and recording the data in logical files or categories; and communicating effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- organizing information, using such tools as databases, spreadsheets or electronic webbing
- using data gathered from a variety of electronic sources to address identified problems
- using graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
- using a variety of technologies to organize and synthesize researched information

### **4.S.7 develop geographic skills by:**

- constructing graphs, tables, charts and maps to interpret information
- using a scale to determine the distance between places on maps and globes
- using cardinal and intermediate directions to locate places on maps and globes
- using latitude to help locate places on maps and globes
- solving problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology

### **4.S.8 develop historical thinking skills by:**

- using photographs and interviews to make meaning of historical information
- correctly applying terms related to time, including past, present, future, decade, century and generation

## 4.1 Physical and Human Geography of Canada

### General Outcome

Students will demonstrate an understanding of how physical geography of Canada impacts human geography, and appreciate how stories of Canada reflect people's interaction with the land.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**4.1.1 value the natural environment of Canada by:**

- demonstrating care and concern for the environment through their choices and actions (LPP, GC)
- appreciating how land sustains communities and the diverse ways that people have of living with the land (LPP, GC)
- appreciating the influence of the natural environment on the growth and development of Canada (LPP)
- recognizing the geographic vastness of Canada (LPP)

#### ► Knowledge and Understanding

*Students will:*

**4.1.2 locate, identify and describe the physical attributes of Canada by:**

- situating Canada on a globe or map of the world in terms of continent and hemisphere (LPP)
- identifying major geographic regions, vegetation zones, landforms and bodies of water on a map of Canada (LPP)
- comparing the natural landscapes, climates and natural resources of the regions of Canada (LPP)
- explaining the concept of latitude (LPP)
- describing the relationship between latitude and climate in various parts of Canada (LPP)

**4.1.3 analyze the interaction of humans with their environment by:**

- listening to, reading and reflecting on stories of how landscapes and climates affect seasonal activities in various regions of Canada (LPP)
- describing how physical geography and natural resources determine the establishment of communities (LPP)
- examining how natural resources are used and exchanged (LPP)
- listening to, reading and reflecting on stories that include Aboriginal beliefs about and relationships with the land (TCC)
- describing the impact of agriculture on the development of communities in Canada (LPP, GC)
- identifying ways to conserve natural resources (LPP, ER)
- comparing the region in which they live with other geographic regions of Canada (LPP, I)

**4.1.4 analyze the political divisions of Canada by:**

- identifying the provinces, territories and major cities in Canada (LPP, PADM)
- examining how decisions regarding borders and political boundaries are made (LPP, PADM)
- reflecting on the potential personal impact of current Canadian political divisions (I, PADM)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## 4.2 Stories of Canada's Beginnings

### General Outcome

Students will demonstrate an understanding of peoples and stories of Canada's beginnings, and appreciate how culture and heritage are transmitted.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**4.2.1 appreciate the complexity of identity in the Canadian context by:**

- recognizing the importance of how knowledge of Canadian history and the stories of its peoples contributes to their sense of identity (TCC, I)
- recognizing oral traditions, narratives and stories as valid sources of knowledge about the land and Aboriginal cultures (CC, I)
- acknowledging the past and present contributions of Francophones in Canada (TCC, CC, I)
- appreciating the contributions that diverse cultural groups have made in Canada (TCC, CC, I)

**4.2.2 demonstrate respect for places and objects of historical significance (TCC, CC, I)**

#### ► Knowledge and Understanding

*Students will:*

**4.2.3 explore the culture, history and heritage of Aboriginal, Francophone, British and culturally diverse peoples by:**

- listening to, reading and reflecting on selected creation stories and legends (TCC)
- listening and responding to and reflecting on stories about significant people and events within the Aboriginal cultures prior to European contact (TCC, I)
- listening to, reading and reflecting on stories and legends surrounding the Francophone culture, including the coureurs des bois and habitants (TCC, CC, I)
- examining and reflecting on stories of British culture surrounding the time of British settlement (TCC, CC, I)
- listening to and reflecting on stories surrounding significant events and peoples of diverse cultures in the settlement of Canada (TCC, CC, I)

**4.2.4 determine the significant people and events surrounding Confederation by:**

- composing graphic representations to identify the sequence of the establishment of provinces and territories (TCC, LPP)
- examining the contributions of the partners in Confederation, including John A. Macdonald and George-Etienne Cartier (TCC)
- describing the role of Louis Riel in the establishment of Manitoba (TCC)
- examining the roles of Aboriginal leaders in the establishment of Canada (TCC)
- exploring the role of women in the establishment of Canada (TCC, CC, I)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

**4.2.5 compare the roles that the Aboriginal, Francophone and British peoples played in the events surrounding Confederation by:**

- identifying the contributions of the Métis to the development of the fur trade (TCC, CC)
- examining the relationship between the First Nations and the government (TCC, PADM)
- explaining the reasons for Canada's two official languages and the impact that this has on the development of Canada (TCC, CC)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 4.3 Canada Today

### General Outcome

Students will demonstrate an understanding and appreciation of how Canada's changing demographics impact identity and citizenship in the Canadian context.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**4.3.1 appreciate the complexity of citizenship and identity in Canada by:**

- showing respect for the rights, needs and perspectives of others (C)
- acknowledging the significance and presence of diverse ethnic and cultural groups in Canada (C)
- recognizing how belonging to more than one cultural group or community can affect identity (I, CC)
- valuing their own and others' cultural identities (I, C)

#### ► Knowledge and Understanding

*Students will:*

**4.3.2 evaluate the impact of cultural diversity on Canadian demographics by:**

- describing the settlement patterns of newcomers and immigrants to Canada over time (TCC, CC, GC)
- describing the current cultural demographics of contemporary Canada (LPP, CC)
- listening, reading, viewing and reflecting on music, art, narratives and symbolic representations reflecting Aboriginal cultures, values and traditions (C, CC)
- listening, reading, viewing and reflecting on music, art, literature and symbolic representations reflecting Francophone culture, values and traditions (C, CC)

**4.3.3 analyze how Canada's changing demographics affect identity and citizenship by:**

- expressing how Canada's changing demographics affect their daily life at home, at school and in the community (I, CC)
- examining how Canada's changing demographics affect Francophones in Canada (CC)
- examining how Canada's changing demographics affect Aboriginal communities in Canada (CC)
- exploring the movement in Canada from rural to urban communities and the impact of this movement on Canada (ER)
- investigating the culture and development of new communities in Canada (LPP, CC)
- explaining how moving to a different country can affect an individual's identity (I)

**4.3.4 demonstrate an understanding of how Canadians celebrate Canada by:**

- describing national holidays (C, CC)
- identifying recreational, tourist and diverse cultural activities across Canada (CC, ER, LPP)
- examining their own ways in which they celebrate their identity and citizenship (I, CC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## Glossary of Terminology—Grade 4

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**Confederation**—the organization, in 1867, of four original British North American colonies into a political unit called the Dominion of Canada. The Canadian Confederation expanded in various stages that led to the current ten provinces and three territories

**demographics**—the characteristics of human populations and population segments, including the study of changes in the number of births, deaths, cultural and linguistic make-up in a particular area during a given period of time

**Elder**—any person regarded or chosen by an Aboriginal nation to be the keeper and teacher of its oral traditions and knowledge

**heritage**—culture, traditions and learning handed down from past generations

**immigration**—the process by which the movement of people from one country to another is established

**latitude**—imaginary lines that run around the earth parallel to the equator, used to locate places and measure distances north and south of the equator

**natural resources**—materials, such as coal and wood, that exist or are produced in nature and can be used by people

**political divisions**—an area of land separated by imaginary lines that distinguishes one jurisdiction from another

**region**—an area on the Earth’s surface that has something in common that makes it different from other areas around it

**stories**—legends, myths, creation stories, narratives, oral traditions, literature, traditions; sometimes also communicated through songs, music, dance, celebrations, visual and dramatic arts; provide students with opportunities to understand the dynamics of peoples, places, cultures; issues and events that are integral to Canadian history and contemporary society

# GRADE 5: Alberta: A Sense of Place

## Overview

Grade 5 students will explore the people, places and stories of Alberta. Students will inquire into the geographic, cultural, linguistic, economic, political and historical characteristics that have shaped contemporary Alberta. As they reflect upon the people, places and stories of Alberta, students will develop a sense of place, identity and belonging within Alberta.

## Rationale

Grade 5 students will develop an appreciation of the multiple factors that define the character of Alberta, so that they can actively contribute to the growth and vitality of the province.

**Stories:** Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories,

narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

Within the context of social studies, stories provide students with varied opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Alberta's history and contemporary society.

## Terminology

Aboriginal, agriculture, anthropology, archaeology, constituencies, cultural heritage, First Nations, Francophone, fur trade, legislation, Legislative Assembly, Métis Nation of Alberta, Métis people, Métis settlements, reserve, treaties, Treaty 6, Treaty 7, Treaty 8

| General Outcome 5.1<br>Physical and Human Geography of Alberta                                                                                                                                               | General Outcome 5.2<br>The Stories and People of Alberta                                                                                                                                                                     | General Outcome 5.3<br>Alberta: Celebrations and Challenges                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how the physical geography of Alberta impacts the human geography, its establishment and growth, and appreciate the abundance of natural resources in Alberta. | Students will demonstrate an understanding of how the building of community occurs through the transmission of knowledge of culture and history, and appreciate how community strengthens identity and a sense of belonging. | Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically, politically and demographically since 1905. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 5

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**5.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the skills of analysis of significant current affairs
- distinguishing fact from opinion
- formulating new questions as research progresses
- evaluating personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- generating and applying original ideas and strategies in situations of individual and group activities
- seeking responses to inquiries from various authorities through electronic media
- recognizing that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

**5.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- demonstrating the ability to deal constructively with diversity and disagreement
- collaborating with others in devising strategies for dealing with problems and issues
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- retrieving data from available storage devices, such as a shared folder, to which a group has contributed
- recording group brainstorming, planning and sharing of ideas, using technology
- selecting and using technology to assist in problem solving
- generating alternative solutions to problems, using technology to facilitate the process

### ► SOCIAL PARTICIPATION

*Students will:*

**5.S.3 choose age-appropriate social participation as respectful and responsible citizens by:**

- participating in a class recycling project

### ► COMMUNICATION

*Students will:*

**5.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- responding appropriately to comments and questions, using language that is respectful of human diversity
- preparing and presenting speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- creating visual images for particular audiences and purposes, using such tools as paint and draw programs

## SKILLS AND PROCESSES FOR GRADE 5 (continued)

- extending the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email
- solving issue-related problems, using such communication tools as a word processor or email to involve others in the process
- using selected presentation tools to demonstrate connections among various pieces of information

### 5.S.5 develop skills of media literacy by:

- examining how various people might interpret a media message differently
- detecting bias on issues presented through the media
- identifying and distinguish points of view expressed in electronic sources on a particular topic

## ► INFORMATION MANAGEMENT

*Students will:*

### 5.S.6 follow the research process to complete an inquiry by:

- determining themes, patterns and trends from information gathered
- determining credibility of information by filtering for point of view and bias
- using graphic organizers, such as webbing or Venn diagrams, to make meaning of information
- drawing conclusions based on information gathered to answer a research question
- navigating within a document, compact disc or other software program that contains links
- accessing and retrieving appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- organizing information gathered from the Internet, or an electronic source, selecting and recording the data in logical files or categories; and communicating effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- designing and following a plan, including a schedule, to be used during an inquiry process, and making revisions to the plan, as necessary
- organizing information, using such tools as databases, spreadsheets or electronic webbing
- reflecting on and describe the processes involved in completing a project
- using data gathered from a variety of electronic sources to address identified problems
- using graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
- using a variety of technologies to organize and synthesize researched information

### 5.S.7 develop geographic skills by:

- constructing maps, diagrams or charts to display geographic information
- using a scale to determine the distance between places on maps and globes
- using cardinal and intermediate directions and simple grids to locate places on maps and globes
- using latitude to help locate places on maps and globes

## **SKILLS AND PROCESSES FOR GRADE 5 (continued)**

### **5.S.8 develop historical thinking skills by:**

- using photographs and interviews to make meaning of historical information
- listening to and retelling stories of past and present events
- using historical and community resources to organize the sequence of local historical events
- summarizing the key events of a given time period and explaining the historical context of those events
- organizing information, using such tools as databases, spreadsheets or electronic webbing
- solving problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology

## 5.1 Physical and Human Geography of Alberta

### General Outcome

Students will demonstrate an understanding of how the physical geography of Alberta impacts the human geography, its establishment and growth, and appreciate the abundance of natural resources in Alberta.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**5.1.1 value Alberta's natural environment by:**

- demonstrating care and concern for the environment through their choices and actions (LPP)
- appreciating the variety and abundance of natural resources in Alberta (LPP, ER)
- appreciating the diversity of geographic phenomena in Alberta (LPP)
- demonstrating a willingness to respect and protect wildlife in Alberta (LPP)
- appreciating the environmental significance of provincial and national parks in Alberta (LPP, ER)

#### ► Knowledge and Understanding

*Students will:*

**5.1.2 describe the physical attributes of Alberta by:**

- situating Alberta on a map of Canada (LPP)
- identifying geographic regions, vegetation zones, landforms and bodies of water on a map of Alberta (LPP)
- researching how provincial and national parks are important to Alberta's environment (LPP)
- describing how the natural landscape and climate affect daily life in the regions of Alberta (LPP)

**5.1.3 demonstrate an understanding of Aboriginal origins in Alberta by:**

- describing important archaeological sites and discoveries in Alberta (LPP, TCC)
- analyzing the anthropological significance of archaeological finds in Alberta (LPP, TCC)
- assessing the historical significance of ancient artifacts (TCC, CC)

**5.1.4 analyze the interaction of humans with their environment by:**

- determining how landscapes and climates affect daily life in the regions of Alberta (LPP)
- examining how the physical geography and natural resources determine the establishment of communities (LPP)
- comparing how natural resources are used and exchanged within and outside of Alberta (LPP)
- researching the population distribution of Alberta (LPP)
- explaining how geography, landscape, natural resources, climate and population distribution are connected (LPP)
- identifying communities that are dependent on the agricultural and petroleum industries in Alberta (LPP, ER)
- analyzing diverse perspectives and competing interests regarding land ownership and land use (LPP, ER)
- comparing and contrasting how the government distributed land to Aboriginals and European immigrants (TCC, LPP)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## 5.2 The Stories and People of Alberta

### General Outcome

Students will demonstrate an understanding of how the building of community occurs through the transmission of knowledge of culture and history, and appreciate how community strengthens identity and a sense of belonging.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**5.2.1 appreciate the complexity of culture and heritage by:**

- recognizing how belonging to more than one culture or community can affect identity (I, CC)
- recognizing oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)
- understanding how knowledge of Alberta's history, its peoples and their stories contributes to their sense of belonging and identity (I, TCC)
- recognizing the identities and contributions of diverse Aboriginal, Francophone and cultural groups as an integral part of Alberta's heritage (CC, TCC)
- respecting places and objects of historical significance (TCC)
- demonstrating respect for the identity and vitality of Francophone communities in Alberta (CC, TCC)
- recognizing how stories and events of the past may vary according to different perspectives (TCC)

#### ► Knowledge and Understanding

*Students will:*

**5.2.2 demonstrate an understanding of the cultural diversity and heritage of Alberta by:**

- listening to, reading and reflecting on music, art and narratives regarding Aboriginal cultures, values and traditions (CC)
- describing the origins of Métis culture and Métis land settlements (TCC)
- listening to, reading and reflecting on music, art and literature regarding Francophone culture, values and traditions (CC)
- tracing the use of French language in Alberta commerce and politics during the 19<sup>th</sup> century and early 20<sup>th</sup> century (CC, ER, PADM)
- describing the cultural, social, linguistic and economic interactions among First Nations, Métis, Francophone and British peoples during the fur trade (TCC)
- listening to, reading and reflecting on music, art and literature representing diverse cultures, values and traditions (CC)
- explaining how living in a particular community, region or province helps shape identity (I)
- listening to, reading and reflecting on stories of newcomers and immigrants to Alberta over time (TCC, CC)
- describing the establishment of communities in Alberta by newcomers and immigrants during the 1800s and early 1900s (TCC, CC)
- identifying key cultural groups that played significant roles in the development of Alberta (TCC, CC)
- comparing and contrasting different stories or accounts about past events, people, places or situations, assessing how these events contribute to our understanding of the past (TCC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

- researching and explaining how the traditional Aboriginal way of life changed after the arrival of the fur traders (TCC)
- examining the settlement patterns of immigrants in Alberta (CC, TCC, GC)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 5.3 Alberta: Celebrations and Challenges

### General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically, politically and demographically since 1905.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**5.3.1 appreciate the quality of life in Alberta by:**

- demonstrating respect for the rights, opinions and perspectives of others (C)
- demonstrating respect for cultural diversity of Alberta (C)
- valuing and respecting their own and other cultural identities (I)
- recognizing Canada's laws protecting linguistic and collective rights of the official language minority in Alberta (CC)
- appreciating Alberta's diversified tourism and recreation industries (ER)

#### ► Knowledge and Understanding

*Students will:*

**5.3.2 research Alberta's political history by:**

- investigating parliamentary procedure, its symbols and ceremonies (PADM)
- describing the roles and responsibilities of Members of the Legislative Assembly (PADM)
- examining Alberta's constituencies and political parties (PADM)
- tracing how Alberta became a province (TCC, PADM)

**5.3.3 critically assess the economic challenges and opportunities that Alberta has faced in its growth and development by:**

- researching the difficulties farming communities encountered during the Depression Era and the World Wars (TCC, ER, LPP)
- researching the discovery of oil and natural gas in Alberta (TCC, ER, LPP)
- analyzing the impact of the petroleum industry on Alberta's economy (TCC, ER, LPP)
- analyzing how coal export has impacted Alberta's economy (TCC, ER, LPP)
- discussing the forestry industry in Alberta and where it is going in Alberta (TCC, ER, LPP)
- analyzing the impact of agricultural and petroleum activities on the economy and culture of Alberta (TCC, ER, LPP)
- examining the role that government has played in securing growth in agriculture and petroleum industries (PADM, ER, LPP)
- tracing Alberta's role in the Klondike gold rush (TCC, ER, LPP)
- examining Alberta's role in science and technological development (ER)
- identifying employment and career opportunities in Alberta (ER)
- evaluating agricultural diversification and development in Alberta (ER, LPP)
- investigating Alberta's education standards and their connections to Alberta's economic growth (PADM, ER)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
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**5.3.4 critically assess Alberta's changing cultural and social dynamics by:**

- analyzing changes in Alberta's demographics, culturally and regionally (LPP, CC)
- explaining how living in a particular community, region or province helps shape identity (I)
- describing buildings, sites and institutions that reflect the establishment and diversity of communities in historical and contemporary Alberta (TCC, CC)
- examining the evidence and structure of Aboriginal communities in historical and contemporary Alberta (TCC, CC)
- describing buildings, sites and institutions that reflect the presence and diversity of Francophone communities in historical and contemporary Alberta (TCC, CC)

**5.3.5 develop an understanding of recreation and tourism in Alberta by:**

- describing tourism and recreational sites in Alberta (CC, ER)
- describing Alberta's diverse museums and historic sites (TCC)
- describing festivals, fairs and rodeos in Alberta, both rural and urban (ER)

|     |                             |
|-----|-----------------------------|
| C   | Citizenship                 |
| I   | Identity                    |
| ER  | Economics and Resources     |
| LPP | The Land: Places and People |

|      |                                      |
|------|--------------------------------------|
| CC   | Culture and Community                |
| TCC  | Time, Continuity and Change          |
| GC   | Global Connections                   |
| PADM | Power, Authority and Decision Making |

# Glossary of Terminology—Grade 5

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**Aboriginal**—First Nations, Inuit and Métis peoples

**agriculture**—the sector of the economy that deals with farming

**anthropology**—the study of the human race, its culture and society and its physical development

**archaeology**—the study of the buildings, containers and other, usually buried, objects which belonged to people who lived in the past

**constituencies**—areas of a jurisdiction represented by elected officials

**cultural heritage**—beliefs and values transmitted through a set of shared historical experiences by a given group

**First Nations**—refers to the various governments of the first peoples of Canada. There are 46 First Nations in Alberta

**Francophone**—a person for whom French is the first language learned and/or still in use

**fur trade**—an economic activity that took place in British North America between the 16<sup>th</sup> and the 19<sup>th</sup> centuries, involving the buying and selling of animal pelts, primarily beaver

**legislation**—a law or set of laws suggested by a government and made official by a Parliament or an Assembly

**Legislative Assembly**—elected representatives that make decisions for the province

**Métis Nation of Alberta**—authority that consists of six zones across Alberta, each of which is represented by an elected president and vice-president

**Métis people**—people of mixed First Nations and European ancestry who identify themselves as Métis people

**Métis settlements**—eight geographic areas in northern Alberta, governed by the Métis Settlements General Council

**reserve**—an area of land which is protected and set aside for Aboriginal peoples in accordance with treaties

**treaties**—a written agreement between two or more countries or nations, formally approved and signed by their leaders

**Treaty 6**—signed at Fort Carlton and Fort Pitt in 1876; covers central Alberta and Saskatchewan

**Treaty 7**—signed at the Blackfoot Crossing of Bow River and Fort Macleod in 1877; covers southern Alberta

**Treaty 8**—signed at Lesser Slave Lake in 1899; covers portions of northern Alberta, British Columbia, Saskatchewan and part of the N.W.T.



# GRADE 6: Action and Participation: Locally and Globally

## Overview

Grade 6 students will examine global issues of basic human rights, including issues of safety and security, fairness and equity. They will determine the factors that contribute to the quality of life and examine how governments and citizens, through their actions and decisions, affect the quality of life in communities. Students will understand ways in which governments and individuals effect changes in communities, locally and globally. Examples will be drawn from countries in Africa, Central and South America, Eastern Europe and Asia.

## Rationale

Grade 6 students will be provided with opportunities to enhance their global awareness and develop strategies for responding to global issues through local actions. They will appreciate how their actions impact the quality of life locally and in communities around the world.

## Terminology

Canadian Charter of Rights and Freedoms, economy, equity, federal government, human rights, municipal government, population density, social conditions, social participation, sustainability

| General Outcome 6.1<br><b>Citizens Participating<br/>in Decisions</b>                                                                                                                                                          | General Outcome 6.2<br><b>Quality of Life around<br/>the World</b>                                                                                                                        | General Outcome 6.3<br><b>Local Actions,<br/>Global Impacts</b>                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how interaction between citizens and governments affects the quality of life, and appreciate that individuals can effect change by participating in the decision-making process. | Students will demonstrate an understanding of the multiple factors that affect the quality of life in communities around the world, and appreciate how these factors impact human rights. | Students will demonstrate an understanding of how citizens, through their choices and decisions, impact the quality of life of communities, locally and around the world. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 6

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**6.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the skills of analysis of significant current affairs
- distinguishing fact from opinion
- formulating new questions as research progresses
- evaluating personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- generating and applying original ideas and strategies in situations of individual and group activities
- seeking responses to inquiries from various authorities through electronic media
- recognizing that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

**6.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- demonstrating the ability to deal constructively with diversity and disagreement
- collaborating with others in devising strategies for dealing with problems and issues
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- retrieving data from available storage devices, such as a shared folder, to which a group has contributed
- recording group brainstorming, planning and sharing of ideas, using technology
- selecting and using technology to assist in problem solving
- generating alternative solutions to problems, using technology to facilitate the process

### ► SOCIAL PARTICIPATION

*Students will:*

**6.S.3 choose age-appropriate social participation as respectful and responsible citizens, such as reporting school vandalism**

### ► COMMUNICATION

*Students will:*

**6.S.4 communicate effectively by:**

- listening to others in order to understand their perspectives
- responding appropriately to comments and questions, using language that is respectful of human diversity
- expressing reasons for their ideas and opinions
- using skills of informal debate to persuasively express differing viewpoints regarding an issue
- preparing and presenting speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- organizing information gathered from the Internet, or an electronic source, selecting and recording the data in logical files or categories; and communicating effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

## SKILLS AND PROCESSES FOR GRADE 6 (continued)

- extending the scope of a project beyond classroom collaboration, using communication technologies, such as the telephone and e-mail
- solving issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
- using selected presentation tools to demonstrate connections among various pieces of information

### 6.S.5 develop skills of media literacy by:

- examining and assessing diverse perspectives on issues presented through the media
- detecting bias on issues presented through the media
- identifying and distinguishing points of view expressed in electronic sources on a particular topic
- recognizing that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

## ► INFORMATION MANAGEMENT

*Students will:*

### 6.S.6 use the research process to complete an inquiry by:

- formulating questions to be answered through the research process
- determining credibility of information, filtering for point of view and bias
- using graphic organizers, such as webbing or Venn diagrams, to make meaning of information
- drawing and supporting conclusions based on information gathered to answer a research question
- organizing and synthesizing researched information
- accessing and retrieving appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- designing and following a plan, including a schedule, to be used during an inquiry process, and making revisions to the plan, as necessary
- organizing information, using such tools as databases, spreadsheets or electronic webbing
- reflecting on and describe the processes involved in completing a project
- using data gathered from a variety of electronic sources to address identified problems
- using graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
- solving problems, using numerical operations and such tools as calculators and spreadsheets (statistical analysis)
- using a variety of technologies to organize and synthesize researched information

### 6.S.7 develop geographic skills by:

- defining geographic problems and issues and posing geographic questions
- identifying geographic tools, such as Geographic Information Systems (GIS) software, that assist in preparing graphs and maps
- using, constructing and interpreting maps to broaden understanding of issues, places and people
- solving problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology

### 6.S.8 develop historical thinking skills by:

- listening to and retelling stories of past and present events
- describing examples of cause and effect and change over time
- using historical and community resources to organize the sequence of local historical events

## **6.1 Citizens Participating in Decisions**

### **General Outcome**

Students will demonstrate an understanding of how interaction between citizens and governments affects the quality of life, and appreciate that individuals can effect change by participating in the decision-making process.

### **Specific Outcomes**

#### **► Values and Attitudes**

*Students will:*

**6.1.1 appreciate how individuals and governments effect change within their communities, in Canada and the world by:**

- recognizing and respecting human rights of all citizens in Canada and around the world, including respect for identity (GC, C, I)
- recognizing how decision-making processes of government affect the quality of life of citizens (C, PADM)
- understanding the negotiations with the federal government regarding Aboriginal rights in Canada (PADM, C, I)
- understanding the linguistic and educational rights of the Canadian official language minority in Alberta (PADM, C, I)
- understanding the benefits to citizens participating in a democratic society (PADM, C)
- recognizing how Aboriginal rights are being addressed in Canada and around the world (PADM, C)

#### **► Knowledge and Understanding**

*Students will:*

**6.1.2 analyze how municipal, provincial and federal government actions impact individuals and communities by:**

- describing the structure and role of municipal government (PADM)
- explaining the role of provincial government (PADM)
- evaluating how the Canadian Charter of Rights and Freedoms protects human rights (PADM)
- examining the federal government's role in protecting the Aboriginal rights and linguistic rights of the official language minority in local communities (PADM)

**6.1.3 assess how citizens effect positive change to improve the quality of life in their communities by:**

- determining how they can participate in diverse decision-making processes, such as lobbying, petitions, organizing and attending town hall meetings, contacting elected representatives (PADM)
- describing Aboriginal self-government as a decision-making process (PADM)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

**6.1.4 critically assess the factors that affect the quality of life in a given community by:**

- examining the influence of social conditions, including respect for identity, education, health care, employment, freedom and security, on the quality of life (CC, I, PADM)
- evaluating the implications of political decisions surrounding environmental issues (PADM, ER, LPP)
- determining the effect of the climate, geography and accessibility to natural resources on the quality of life (LPP, ER)
- determining the implications of population density on the quality of life (LPP)

**6.1.5 investigate human rights by:**

- identifying the needs for physical, psychological, social and intellectual well-being (C, I, LPP)
- explaining the need for governments and organizations, such as the United Nations and Amnesty International, to promote or defend human rights (PADM, GC, C)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 6.2 Quality of Life around the World

### General Outcome

Students will demonstrate an understanding of the multiple factors that affect the quality of life in communities around the world, and appreciate how these factors impact human rights.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**6.2.1 appreciate differences among people and ways of life by:**

- recognizing the diverse ways of living on or with the land (LPP, GC)
- understanding how a person's identity, culture and language are impacted by the quality of life in that person's community (I, CC)
- recognizing how values and traditions can influence decisions in selected communities around the world (C)

#### ► Knowledge and Understanding

*Students will:*

**6.2.2 research the social and economic conditions in selected communities in the world by:**

- explaining the relationship between population density and sustainability (LPP, ER, GC)
- comparing the particular needs, rights, responsibilities and roles of young people in the world (C, PADM)
- describing accessibility to education and health care for young people (C, PADM)
- examining conditions surrounding employment (PADM, ER, LPP)
- examining how issues of freedom, safety and security are addressed (LPP, PADM)
- explaining how values and traditions influence decisions of government (TCC, PADM)
- explaining how culture, language and identity are impacted by social conditions in the community (I, C, CC)
- comparing selected factors contributing to the quality of life in their own community to those of communities around the world (C, CC, PADM)
- evaluating issues of fairness and equity (CC, C)

**Note:** It is not a requirement that each of the bulleted items in 6.2.1 and 6.2.2 to be applied to each of the selected communities. The teacher may choose to apply any number of the bulleted items to each of the selected communities.

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

## 6.3 Local Actions, Global Impacts

### General Outcome

Students will demonstrate an understanding of how citizens, through their choices and decisions, impact the quality of life of communities, locally and around the world.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**6.3.1 appreciate the interconnectedness of communities around the world by:**

- understanding potential effects of actions in one part of the world on communities in another part of the world (C, GC)
- recognizing how values and decisions determine the quality of life, locally and globally (GC, TCC, PADM)
- recognizing how technology and agriculture play a role in connecting communities around the world (ER, LPP, GC)

#### ► Knowledge and Understanding

*Students will:*

**6.3.2 investigate global citizenship by:**

- exploring strategies for local citizens to effect positive change in selected communities around the world (C, GC, PADM)
- explaining how events, issues or decisions in the communities around the world impact local communities (C, GC, PADM)
- describing the implications of specific local decisions on selected communities around the world (PADM, GC)

**6.3.3 investigate the positive and negative effects of international trade, locally and globally, by:**

- determining how local individuals, as consumers, impact international trade (ER, GC)
- discussing how decisions of governments, as trading partners, impact economic conditions, locally and globally (ER, GC, PADM)
- describing how technology impacts economic conditions and international trade, locally and globally (ER, GC)

**6.3.4 research global environmental issues by:**

- identifying the elements of a global environmental issue (ER, GC, LPP)
- comparing the impacts of environmental issues, locally and globally (GC, LPP)
- determining how the use and distribution of local natural resources can affect selected communities in the world (ER, GC, PADM)
- explaining the link between global environmental issues and agriculture (ER, GC, LPP)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
| C   | Citizenship                 | CC   | Culture and Community                |
| I   | Identity                    | TCC  | Time, Continuity and Change          |
| ER  | Economics and Resources     | GC   | Global Connections                   |
| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

## Glossary of Terminology—Grade 6

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**Canadian Charter of Rights and Freedoms**—the section of the Constitution Act, 1982, that defines the rights and freedoms guaranteed to Canadian citizens

**economy**—the system by which wealth is generated, managed and distributed in a country, region or community

**equity**—meeting of needs through fair and reasonable treatment

**federal government**—the level of government that has control over what the Canadian constitution identifies as issues that pertain to the whole Canadian territory and all Canadian citizens

**human rights**—the basic rights and freedoms of all human beings

**municipal government**—a government made up of elected officials who make decisions for a city or town

**population density**—the number of individuals living in an area divided by the size of the area they occupy

**social conditions**—the quality of life in a particular area

**social participation**—involvement in a network of political and nonpolitical institutions and organizations through which individuals practise democratic skills, such as holding office, trying to effect change, dealing with disagreement, working with others, exercising tolerance, building consensus

**sustainability**—a recognition of the interdependence of social health and well-being, the environment, and economic development, and a consciousness of the impact of this relationship on the quality of life today and for future generations

# GRADE 7: Canada: Origins, Movement of People and Settlement

## Overview

Grade 7 students will explore the origins, histories and movements of peoples that have contributed to the development of Canada. Students will explore the origins, history of movement and migration of the Aboriginal, French and British peoples within pre-Confederation Canada. They will examine the experiences and stories of the diverse cultural groups that immigrated to Canada throughout the 18<sup>th</sup> and 19<sup>th</sup> centuries. Students will examine policies that have influenced movement and immigration of people. Students will also examine emerging trends and issues related to migration and immigration during 20<sup>th</sup> century Canada and today.

## Rationale

Through an examination of migration and immigration, Grade 7 students will acquire an understanding of the challenges that arise from living in a bilingual, pluralistic and diverse society, and how citizenship and identity are affected.

## Terminology

assimilation, deportation, migration, National Policy, policies, settlement

| General Outcome 7.1<br>Canada Prior to Confederation                                                                                                                                                                                                           | General Outcome 7.2<br>Movement toward the West                                                                                                                                                                     | General Outcome 7.3<br>Canada up to the 21 <sup>st</sup> Century                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of how the presence of Aboriginal peoples and the settlement and colonization of Acadia, New France and British North America forged the foundation of Canada, and appreciate the impact on the Aboriginal peoples. | Students will demonstrate an understanding of how migration and immigration were integral to Canada's development, and appreciate the challenges posed to individuals, peoples, communities and groups as a result. | Students will demonstrate an understanding and appreciation of how and why the demographic, social, economic and political changes in Canada have presented challenges and opportunities for individuals, communities and groups. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 7

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**7.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the skills of analysis of significant current affairs
- distinguishing fact from opinion
- formulating new questions as research progresses
- evaluating personal assumptions and opinions to reflect a broadened understanding of a topic or issue
- drawing conclusions based upon research and evidence
- analyzing contemporary and historical issues in order to form or support an opinion
- generating and applying original ideas and strategies in situations of individual and group activities
- accessing diverse viewpoints on particular topics, using appropriate technologies
- assembling and organizing different viewpoints in order to assess their validity

**7.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- identifying and using a variety of strategies to resolve conflicts peacefully and fairly
- participating in and predicting outcomes of problem-solving and decision-making scenarios
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- assuming a variety of roles and responsibilities in groups
- articulating clearly a plan of action to use technology to solve a problem
- identifying the appropriate materials and tools to use in order to accomplish a plan of action
- evaluating choices and the progress in problem solving, then redefining the plan of action, as necessary

### ► SOCIAL PARTICIPATION

*Students will:*

**7.S.3 choose age-appropriate social action as respectful and responsible citizens, such as participating in a debate**

### ► COMMUNICATION

*Students will:*

**7.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- making reasoned comments relating to the topic of discussion
- eliciting, clarifying and responding appropriately to questions, ideas and diverse points of view in discussions
- responding appropriately to comments and questions, using language that is respectful of human diversity
- using skills of informal debate to persuasively express differing viewpoints regarding an issue

## SKILLS AND PROCESSES FOR GRADE 7 (continued)

- communicating in a persuasive and engaging manner, through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
- communicating in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose

### 7.S.5 develop skills of media literacy by:

- examining techniques used to enhance the authority and authenticity of media messages
- detecting bias on issues presented through the media

## ► INFORMATION MANAGEMENT

*Students will:*

### 7.S.6 use the research process to complete an inquiry by:

- determining how information serves different purposes and that it may need to be verified to confirm accuracy or relevance to a topic
- developing a position supported by information gathered in answering a research question or an issue
- assessing the validity of information based on context, bias, source, objectivity, evidence or reliability
- organizing and synthesizing researched information
- planning and conducting a search, using a wide variety of electronic sources
- refining searches to limit sources to a manageable number
- analyzing and synthesizing information to create a product
- using information technology to find facts that support or refute diverse viewpoints
- evaluating the authority and reliability of electronic sources
- evaluating the relevance of electronically accessed information to a particular topic
- creating a plan for an inquiry that includes consideration of time management
- developing a process to manage volumes of information that can be made available through electronic sources
- demonstrating the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- making connections among related, organized data and assembling various pieces into a unified message

### 7.S.7 develop geographic skills by:

- using geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- defining geographic problems and issues and posing geographic questions
- using, constructing and interpreting maps to broaden understanding of given topics
- using and interpreting thematic maps
- compiling information from various media, and transforming the primary data into maps, graphs and charts
- accessing and operating multimedia applications and technologies from stand-alone and online sources; e.g., GIS

## **SKILLS AND PROCESSES FOR GRADE 7 (continued)**

- accessing, retrieving and sharing information from electronic sources, such as common files
- creating a simulation or a model, using technology that permits the making of inferences

### **7.S.8 develop historical thinking skills by:**

- using historical and community resources to organize the sequence of local historical events
- summarizing the key events of a given time period and explaining the historical contexts of those events
- identifying and interpreting multiple causes and effects of historical events
- using several dates and events to establish time relationships among historical events
- explaining the central issues and problems from the past, placing people and events in a matrix of time and place
- distinguishing cause, effect, sequence and correlation in historical events, including the long and short term causal relations
- identifying patterns in organized information

## 7.1 Canada Prior to Confederation

### General Outcome

Students will demonstrate an understanding of how the presence of Aboriginal peoples and the settlement and colonization of Acadia, New France and British North America forged the foundation of Canada, and appreciate the impact on the Aboriginal peoples.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**7.1.1 appreciate the presence and influence of diverse Aboriginal, French and British peoples and cultural groups in Canada by:**

- understanding the cultural diversity of Aboriginal communities in Canada (I, CC, LPP, TCC)
- recognizing oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (I, CC, LPP, TCC)
- recognizing the history and vitality of Francophone communities in Canada (I, CC, LPP, TCC)
- recognizing the British influence and history in Canada (I, CC, LPP, TCC)
- recognizing significant cultural groups that settled in Canada (I, CC, LPP, TCC)

#### ► Knowledge and Understanding

*Students will:*

**7.1.2 research the origins and ways of life of Aboriginal peoples living in Canada by:**

- examining traditional beliefs and creation stories (CC, LPP, TCC)
- comparing and contrasting demographics of diverse Aboriginal groups in the North and throughout Canada (CC, LPP, TCC)
- explaining decision-making processes, including consensus building and tribal council (CC, LPP, TCC)
- examining aspects of social and economic structure in various Aboriginal communities (CC, LPP, TCC)
- investigating how identities were expressed through various art forms (I, CC)
- describing the role and status of women in diverse Aboriginal societies (I, CC, LPP)
- determining the difference between Nations and tribes; e.g., Ojibwa and Mi'gmaq (TCC)

**7.1.3 critically assess the reasons for exploration of North America by France and England by:**

- identifying 16<sup>th</sup> and 17<sup>th</sup> century explorers from France and England (GC, TCC, LPP)
- analyzing cause and effect relationships of events surrounding colonization of Port Royal, Québec, Jamestown, Plymouth (GC, TCC, LPP)
- describing the development of mercantilism in New France (ER, GC, TCC, LPP)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| C Citizenship                   | CC Culture and Community                  |
| I Identity                      | TCC Time, Continuity and Change           |
| ER Economics and Resources      | GC Global Connections                     |
| LPP The Land: Places and People | PADM Power, Authority and Decision Making |

**7.1.4 examine the settlement, ways of life and events surrounding the deportation of the Acadians by:**

- describing the contributions and influences of key individuals among First Nations and French settlers (CC, LPP, TCC)
- identifying the key provisions of the Treaty of Utrecht (PADM, TCC)
- analyzing the resistance of the Acadians and the reasons for it (PADM, TCC)
- examining the logistics of The Great Deportation in 1755 to the Thirteen Colonies and Louisiana (PADM, LPP, TCC)

**7.1.5 critically assess reasons for the colonization of New France by:**

- describing the status and influence of key individuals in the initial governance of New France (PADM, TCC, GC)
- examining the seigneurial system and lifestyle of the habitants, including the role and status of women (TCC, LPP, CC)
- analyzing the impact of the French clergy, including Jesuit missionaries and religious congregations, on the development of New France (TCC, LPP, CC)

**7.1.6 analyze the impact of the fur trade era on the expansion of Canada by:**

- describing the entrepreneurial strategies and interactions among First Nations, French, British and Métis peoples (TCC, ER, LPP)
- examining the impact of the fur trade on the settlement of New France, economically and culturally (TCC, ER, LPP)
- explaining the origins of and competition between the Hudson's Bay Company and the North West Company (TCC, ER, LPP)
- identifying ways in which Aboriginals showed Europeans how to survive in Canada (TCC)

**7.1.7 evaluate the struggle between the French and the British for control of Canada by:**

- analyzing the construction and defense of the Louisbourg fortress (PADM, TCC, LPP)
- analyzing the construction of the Halifax fortress (PADM, TCC, LPP)

**7.1.8 critically assess the significant events before and after the Battle of the Plains of Abraham by:**

- describing events at Louisbourg, the Ohio Valley and Québec (LPP, TCC)
- determining the impact of the Seven Years War on North America (LPP, TCC, GC)
- analyzing the events of 1760 in Québec (TCC, LPP)
- determining the intent of the Proclamation of 1763 (PADM, TCC)
- analyzing the intent of the Québec Act of 1774 (PADM, TCC)
- describing the roles played by Aboriginal leaders in these events (PADM, TCC)

**7.1.9 critically assess the effects of intercultural contact on the Aboriginal, the French, the British and the Métis peoples in the 19<sup>th</sup> century by:**

- describing the changes brought on by the Great Migration of 1815–1850 in Upper Canada and Lower Canada (LPP, TCC, GC)
- examining the origins of the Métis at the Red River Settlement ((LPP, CC, TCC)
- comparing and contrasting the perspectives of Aboriginal, French and British peoples regarding the use and control of the land (LPP, CC, TCC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
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- assessing the role of Lord Selkirk in establishing a settlement in Manitoba (LPP, CC, TCC)
- analyzing how immigration from Great Britain between 1840 and 1867 became one of the factors leading up to Confederation (GC, TCC, LPP)
- identifying diverse ethnic and cultural groups present in Canada prior to Confederation (GC, LPP, CC)

C Citizenship  
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 LPP The Land: Places and People

CC Culture and Community  
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## 7.2 Movement toward the West

### General Outcome

Students will demonstrate an understanding of how migration and immigration were integral to Canada's development, and appreciate the challenges posed to individuals, peoples, communities and groups as a result.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

**7.2.1 appreciate the effects of intercultural contact by:**

- recognizing the positive and negative aspects of immigration and migration (CC, LPP)
- understanding the impact of immigration and migration on Aboriginal peoples and on Francophone communities (CC, LPP)
- understanding the initial challenges for individuals and groups of developing and living in pluralistic communities (GC, CC, I)
- appreciating the importance of fur-trading activity as the basis for establishment of settlements in different areas of Canada (TCC, ER)
- recognizing the importance of agricultural activity as the basis for the establishment of Western Canada (ER, LPP)

#### ► Knowledge and Understanding

*Students will:*

**7.2.2 critically assess the role, contributions and influence of Louis Riel on the development of Western Canada by:**

- explaining the reasons he was chosen to represent the Métis (TCC, I, CC)
- analyzing his reasons for establishing the Provisional Government (TCC, PADM)
- researching the events surrounding the Red River Resistance, the trial of Louis Riel in 1885 and the results (TCC, PADM, LPP)
- investigating Louis Riel's role in Manitoba's becoming a province of Canada (TCC, PADM, LPP)

**7.2.3 evaluate strategies used by the government to engage the settlement of the West by:**

- explaining the reasons for the purchase of Rupert's Land (TCC, ER, PADM, LPP)
- analyzing how the National Policy affected the development of Canada (TCC, PADM, LPP)
- determining the reasons for developing the railway (TCC, ER, LPP)
- researching the Chinese head tax as part of the immigration policy (TCC, PADD, LPP)
- analyzing the ethnic hierarchy as part of Sifton's policy
- assessing the results of promotional campaigns, government grants and land donations (TCC, PADM, LPP)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
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**7.2.4 analyze the reasons for the economic expansion of Canada by:**

- describing the role and influence of the North West Mounted Police in the development of Western Canada (TCC, PADM)
- explaining how the fur trade impacted expansion across Canada (TCC, ER, LPP)

**7.2.5 assess the impact of immigration policies on the diversity of Canada by:**

- describing particular waves of immigrants during the 19<sup>th</sup> and early 20<sup>th</sup> century to Canada (TCC, CC, LPP)
- analyzing the cultural diversity of Canada resulting from immigration policies (TCC, CC, LPP)
- examining the positive and negative aspects of immigration and migration (TCC, CC, LPP)
- explaining how agriculture and immigration are related (CC, TCC, ER)
- analyzing how immigration policies affected the social, cultural and demographic aspects of diverse British, First Nations, Francophone and Métis communities

**7.2.6 assess how the presence of Francophone communities and institutions across Canada contributed to the growth of Canada by:**

- describing how missionaries influenced migration, immigration and the development of Francophone communities (TCC, LPP, CC)
- explaining how newly arrived religious communities contributed to the quality of life and development of communities (TCC, LPP, CC)
- describing how key business people, politicians, professionals, educators and entrepreneurs contributed to the growth and vitality of communities (TCC, LPP, I, CC)
- describing the types of institutions established by Francophones (TCC, LPP, I, CC)

**7.2.7 analyze the impact of the railway on the expansion of Canada by:**

- examining the contributions of the Chinese workers to the development of the railway (TCC, CC, LPP)
- analyzing how First Nations, Francophone, Métis and diverse cultural communities were affected by the railway (TCC, CC, LPP)
- analyzing the economic impact of the railway on the development of communities (ER)

**7.2.8 analyze the economic aspects of migration and immigration throughout Canada in the late 19<sup>th</sup> century by:**

- describing the impacts of the gold rushes in British Columbia and Alberta (TCC, LPP, ER)
- examining the importance of agricultural activity as the basis for settling in Western Canada (TCC, LPP, ER)
- examining the impacts of innovation and industrialization on agriculture and settlement (TCC, LPP, ER)

|     |                             |
|-----|-----------------------------|
| C   | Citizenship                 |
| I   | Identity                    |
| ER  | Economics and Resources     |
| LPP | The Land: Places and People |

|      |                                      |
|------|--------------------------------------|
| CC   | Culture and Community                |
| TCC  | Time, Continuity and Change          |
| GC   | Global Connections                   |
| PADM | Power, Authority and Decision Making |

## 7.3 Canada up to the 21<sup>st</sup> Century

### General Outcome

Students will demonstrate an understanding and appreciation of how and why the demographic, social, economic and political changes in Canada have presented challenges and opportunities for individuals, communities and groups.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 7.3.1 appreciate the flexibility necessary for individuals and communities to adapt to rapid change (I, CC, LPP)
- 7.3.2 appreciate how diverse value systems are part of a pluralistic society (C, I, CC)

#### ► Knowledge and Understanding

*Students will:*

- 7.3.3 analyze how Canada has changed socially and culturally over time by:
  - describing how contemporary immigration trends affect the cultural diversity of Canada (CC, GC, LPP)
  - describing how culture, language and religion become issues in an increasingly pluralistic society (I, C, CC)
  - explaining how immigration affects the growth of cities (LPP, GC, ER)
  - analyzing the cause and effect relationship between increased population and employment opportunities (ER, LPP, CC)
  - analyzing the impact of immigration on the Aboriginal communities (I, C, CC, GC)
  - describing the interactions between Aboriginal groups and the government regarding the determination and protection of Aboriginal rights (CC, LPP, PADM)
  - examining the increasing cultural diversity of the Canadian Francophonie as a result of immigration (I, C, CC, GC)
  - describing how Francophones are affected by the pressures of assimilation (CC, I, PADM)
  - describing changing trends of women in business, industry and politics (PADM)
  - identifying events surrounding the Famous Five and changes in laws regarding women's rights (PADM)
  - examining participation of women in various levels of sports, fine arts and literature (PADM)
- 7.3.4 assess strategies of culturally diverse Aboriginal, Francophone and ethnic groups to maintain their cultural and linguistic identities by:
  - examining the establishment of cultural organizations and cultural centres (CC, I)
  - explaining how rights regarding education/schools are exercised by Francophones in minority settings to counter assimilation (CC, I, PADM)
  - describing how artistic communities and events are created and maintained (CC, I)
  - describing how values and traditions are transmitted to younger generations through knowledge of history, language, art, literature and celebrations (I, CC, TCC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
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## Glossary of Terminology—Grade 7

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**assimilation**—a general process, or a set of processes, which causes the gradual disappearance and extinction of a minority group’s language vitality, identity, culture and community

**deportation**—the government-ordered forceful expulsion of people from a given territory

**migration**—movement by people from one place to another

**National Policy**—a policy adopted by the John A. Macdonald government from 1876 that promoted the building of the railroad and east/west trade in Canada

**policies**—a set of ideas or a plan of what to do in particular situations that has been officially agreed upon by a group of people, a business organization, a government or a political party

**settlement**—a place where people lived during a given period in history



# GRADE 8: Worldviews Examined

## Overview

Grade 8 students will explore elements of worldviews and how they are expressed by people living in particular times and places. They will examine issues related to contact between societies with differing worldviews. Through this inquiry, students will reflect on their own worldviews and assess the influences that the past has on the present. Examples will be drawn from the Aztec society, Renaissance Europe and Japan.

## Rationale

Grade 8 students will learn how intercultural contact leads to significant cultural change and alters each culture's worldview.

## Terminology

contact, imperialism, intercultural, social structures, society, worldview

| General Outcome<br>8.1<br><b>Elements of<br/>Worldviews</b>                                                                                       | General Outcome<br>8.2<br><b>Worldviews:<br/>Isolation<br/>and Adaptation</b>                             | General Outcome<br>8.3<br><b>Origins of the<br/>Western Worldview</b>                                                                                                                | General Outcome<br>8.4<br><b>Worldviews<br/>in Conflict</b>                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding and appreciation of how knowledge, values and beliefs shape a society's and an individual's worldview. | Students will demonstrate an understanding of worldview isolation and adaptation in the history of Japan. | Students will demonstrate an understanding of how the Renaissance and the Enlightenment contributed to shaping the Western worldview, forming the foundations of Canada's worldview. | Students will demonstrate an understanding of conflicting worldviews through an exploration of Spanish and Aztec intercultural contact. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 8

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**8.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the ability to analyze significant current affairs
- assessing the validity of information based on context, bias, source, objectivity, evidence or reliability
- evaluating personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- analyzing historical issues in order to form or support an opinion
- generating and applying creative ideas and strategies in individual and group activities
- accessing diverse viewpoints on particular topics, using appropriate technologies
- assembling and organizing different viewpoints in order to assess their validity

**8.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- identifying and using a variety of strategies to resolve conflicts peacefully and fairly
- participating in and predicting outcomes of problem-solving and decision-making scenarios
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- demonstrating leadership in groups, where appropriate
- accessing and retrieving information through the electronic network in the context of a group research project
- accessing, retrieving and sharing information from electronic sources, such as common files
- using networks to brainstorm, plan and share ideas with group members
- articulating clearly a plan of action to use technology to solve a problem
- identifying the appropriate materials and tools to use in order to accomplish a plan of action
- evaluating choices and the progress in problem solving, then redefining the plan of action, as necessary

### ► SOCIAL PARTICIPATION

*Students will:*

**8.S.3 demonstrate respectful and responsible citizenship through age-appropriate social participation, such as participating in a debate**

### ► COMMUNICATION

*Students will:*

**8.S.4 communicate effectively by:**

- listening to others in order to understand their perspectives
- making reasonable comments relating to the topic of discussion
- eliciting, clarifying and responding appropriately to questions, ideas and diverse points of view in discussions

## SKILLS AND PROCESSES FOR GRADE 8 (continued)

- responding to comments and questions, using language that conveys respect for human diversity
- using skills of informal debate to persuasively express differing viewpoints regarding an issue
- communicating in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- finding facts that support or refute diverse viewpoints
- interacting with others, using appropriate technology
- communicating in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
- using information technology to find facts that support or refute diverse viewpoints

### 8.S.5 develop skills of media literacy by:

- detecting bias on issues presented through the media
- examining techniques used to enhance the authority and authenticity of media messages
- examining the values, lifestyles and points of view represented in a media message
- analyzing the impact of television, Internet, radio and print media on a particular current affairs issue

## ► INFORMATION MANAGEMENT

*Students will:*

### 8.S.6 use the research process to complete an inquiry by:

- determining how information serves different purposes and that it may need to be verified to confirm accuracy or relevance to a topic
- integrating and synthesizing concepts to provide an informed point of view on a research question or an issue
- formulating new questions as research progresses
- drawing conclusions based upon research and evidence
- developing a position supported by information gathered in answering a research question or an issue
- organizing and synthesizing researched information
- practising responsible and ethical use of information and technology
- planning and conducting a search, using a wide variety of electronic sources
- refining searches to limit sources to a manageable number
- analyzing and synthesizing information to create a product
- evaluating the authority and reliability of electronic sources
- evaluating the relevance of electronically accessed information to a particular topic
- creating a plan for an inquiry that includes consideration of time management
- developing a process to manage volumes of information that can be made available through electronic sources
- demonstrating the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- making connections among related, organized data, and assembling various pieces into a unified message

## **SKILLS AND PROCESSES FOR GRADE 8 (continued)**

### **8.S.7 develop geographic skills by:**

- using geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- defining geographic problems and issues and posing geographic questions
- using, constructing and interpreting maps to broaden understanding of given topics
- using thematic maps to describe cultural and political regions
- accessing and operating multimedia applications and technologies from stand-alone and online sources; e.g., GIS

### **8.S.8 develop historical thinking skills by:**

- using historical and community resources to organize the sequence of local historical events
- summarizing the key events of a given time period and placing those events in historical contexts
- identifying and interpreting multiple causes and effects of historical events
- explaining the central issues and problems from the past, placing people and events in a matrix of time and place
- distinguishing cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations
- creating a simulation or a model, using technology that permits the making of inferences
- identifying patterns in organized information

## **8.1 Elements of Worldviews**

### **General Outcome**

Students will demonstrate an understanding and appreciation of how knowledge, values and beliefs shape a society's and an individual's worldview.

### **Specific Outcomes**

#### ► **Values and Attitudes**

*Students will:*

- 8.1.1 appreciate how models of governance and decision making reflect a society's worldview (C, PADM)**
- 8.1.2 assess how beliefs and values are shaped by the time, place and society in which people live (TCC, I)**
- 8.1.3 explain how a society's worldview shapes citizenship and identity (I)**

#### ► **Knowledge and Understanding**

*Students will:*

- 8.1.4 examine the concept of worldview by:**
  - analyzing the factors that shape worldviews, such as time and place, decision making and governance, culture, language, religion, gender, socio-economic class and education (CC, C)
  - distinguishing among various worldviews
- 8.1.5 evaluate how worldviews impact decision-making models by:**
  - comparing models of decision making (PADM)
  - analyzing how citizenship is influenced by time, place and societal context (CC)
  - assessing the influence of their worldviews on their choices, decisions and interactions with others (I)
  - assessing the impact of transculturation on the evolution of a society's culture (CC)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
| C   | Citizenship                 | CC   | Culture and Community                |
| I   | Identity                    | TCC  | Time, Continuity and Change          |
| ER  | Economics and Resources     | GC   | Global Connections                   |
| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

## 8.2 Worldviews: Isolation and Adaptation

### General Outcome

Students will demonstrate an understanding of worldview isolation and adaptation in the history of Japan.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 8.2.1 appreciate how a worldview can foster a nation's choice to remain an isolated society
- 8.2.2 appreciate and recognize how the rapid adaptation of a different worldview can lead to radical change and its resulting impact on a society (TCC, GC)

#### ► Knowledge and Understanding

*Students will:*

- 8.2.3 analyze the dynamics of cultural isolation as exemplified in Medieval Japan by:

- describing, through its political, economic and social structures, the worldview of Japan between the fifth and the ninth centuries (TCC, GC, ER, PADM, I)
- describing the reign of Prince Shotoku (574–622) and the characteristics of Japanese society during his reign (TCC)
- examining the intellectual, linguistic, religious and philosophical impact of Korea's and China's geographic proximity on Japan's worldview (TCC, GC, I)

- 8.2.4 analyze the effects of rapid adaptation on traditionally isolated Japan by:

- examining the values, social customs and traditions that comprised the worldview of Japan during the Edo period (1600–1867) (TCC, GC, I)
- investigating the motivations for and dynamics of the radical, rapid change in worldview during the Meiji period (1868–1912) (TCC, GC)
- exploring the tension between cultural borrowing and adaptation (CC)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
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| I   | Identity                    | TCC  | Time, Continuity and Change          |
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| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

## 8.3 Origins of the Western Worldview

### General Outcome

Students will demonstrate an understanding of how the Renaissance and the Enlightenment contributed to shaping the Western worldview, forming the foundations of Canada's worldview.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 8.3.1 appreciate how the study of history promotes understanding of contemporary realities (TCC, CC, GC)
- 8.3.2 demonstrate a willingness to consider differing beliefs, values and worldviews (CC)

#### ► Knowledge and Understanding

*Students will:*

- 8.3.3 critically examine intercultural contact in Europe during the Renaissance between the 14<sup>th</sup> and the 17<sup>th</sup> centuries by:
  - describing growth and exchange in the arts and sciences; i.e., literature, mathematics, cartography, engineering, human anatomy and astronomy), and the impact of artists and scientists; i.e., Leonardo da Vinci, Michelangelo, Rabelais, Montaigne, Gutenberg and Shakespeare, on the Western worldview (TCC, CC, ER)
  - investigating the emergence and effects of powerful, independent trading cities; i.e., Florence and Venice (TCC, CC, ER)
  - evaluating the impact of trading routes, technologies and mercantile imperatives in shaping the Renaissance; i.e., Marco Polo, The Silk Road and the printing press (TCC, GC, ER)
  - analyzing how the citizenship and identity of individuals are affected by intercultural contact (C, I, CC)
- 8.3.4 analyze the Renaissance roots of the Enlightenment and of imperialistic worldviews by:
  - investigating classicism and the development of humanist worldviews (GC, I)
  - examining the emergence of secularism and its influence on the Western worldview (TCC, I, PADM)
  - assessing the impact of exploration on the development of imperialistic worldviews (TCC, GC, PADM)

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

## 8.4 Worldviews in Conflict

### General Outcome

Students will demonstrate an understanding of conflicting worldviews through an exploration of Spanish and Aztec intercultural contact.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 8.4.1 appreciate how the decisions and strategies of past societies reflected the worldviews of these societies (TCC, I)
- 8.4.2 appreciate how identities and worldviews of past societies were affected by intercultural contact (TCC, GC, I)

#### ► Knowledge and Understanding

*Students will:*

- 8.4.3 analyze the impact and effects of the imposition of the Spanish worldview upon the Aztec civilization by:
  - comparing and contrasting the political, economic and social structures that formed the worldviews of Spanish and Aztec civilizations between 1400 and 1600; i.e., Hernan Cortez, the conquistadors and Montezuma (TCC, I, GC)
  - explaining how these nations' divergent worldviews, including the role played by ancient Aztec legends, were factors in the dominance of one nation over the other (TCC, CC, GC, PADM)
  - assessing how other factors, such as technology and disease, contributed to the dominance of the Spanish over the Aztec civilization (ER, LPP)

|     |                             |      |                                      |
|-----|-----------------------------|------|--------------------------------------|
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| I   | Identity                    | TCC  | Time, Continuity and Change          |
| ER  | Economics and Resources     | GC   | Global Connections                   |
| LPP | The Land: Places and People | PADM | Power, Authority and Decision Making |

## Glossary of Terminology—Grade 8

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**contact**—access to and connection between two or more factors

**imperialism**—the policy of extending the rule or authority of one country over other countries and territories

**intercultural**—relationship between one culture and another

**social structures**—interrelated institutions and frameworks upon which a society makes decisions

**society**—organized cultural and social patterns of a particular group

**worldview**—a comprehensive concept or philosophy of life as it relates to a society. It includes political, economic, linguistic, social, religious and cultural beliefs



# GRADE 9: Canada: Opportunities and Challenges

## Overview

In Grade 9, students will examine models of decision making, including the processes, structure and functions of Canada's federal political system. They will explore Canada's contemporary opportunities and challenges through the study of political issues, the influence of the media and U.S. culture, cultural diversity, Aboriginal rights and self-government, and recognition of Francophone presence and influence. They will engage in the debate surrounding citizenship and national identity in contemporary Canada.

## Rationale

Grade 9 students will recognize the complexities of citizenship and identity in the Canadian context, and understand their role as citizens in a democratic and pluralistic society.

## Terminology

Act, bias, Blackfoot Confederacy, conflict resolution, consensus building, ethical, Francophonie, Iroquois Confederacy, jurisdiction, linguistic heritage, lobby groups, official bilingualism, parliamentary system, popular culture, population, status

| General Outcome<br>9.1<br><b>Models of<br/>Decision Making<br/>within Canada</b>                                                               | General Outcome<br>9.2<br><b>Aboriginal Cultures<br/>and Presence in<br/>Canada</b>                                                                           | General Outcome<br>9.3<br><b>Francophone<br/>Presence<br/>in Canada</b>                                                                                                                                                | General Outcome<br>9.4<br><b>Emerging Issues<br/>for Canadians</b>                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate an understanding of models of decision making within Canada as a basis for critical analysis of contemporary issues. | Students will demonstrate an understanding of First Nations, Inuit and Métis peoples in Canada, and appreciate them as an integral part of Canada's identity. | Students will demonstrate an understanding of how and why Francophones ensure their vitality throughout Canada and an appreciation of how their presence and influence contribute to Canada's foundation and identity. | Students will demonstrate an understanding of emerging or ongoing social and political issues in Canada and an appreciation of their impact on citizenship and identity, based on their critical analysis of these issues. |

The core concepts and six strands of the Alberta social studies program of studies are reflected in this grade and are represented by the following codes:

**C** Citizenship  
**I** Identity  
**ER** Economics and Resources  
**LPP** The Land: Places and People

**CC** Culture and Community  
**TCC** Time, Continuity and Change  
**GC** Global Connections  
**PADM** Power, Authority and Decision Making

## SKILLS AND PROCESSES FOR GRADE 9

(ICT Outcomes indicated by ➤)

### ► DIMENSIONS OF THINKING

*Students will:*

**9.S.1 develop skills of critical thinking and creative thinking by:**

- critically evaluating ideas, information and positions from diverse perspectives
- demonstrating the skills of analysis of significant current affairs
- assessing the validity of information based on context, bias, source, objectivity, evidence or reliability
- evaluating personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- analyzing contemporary and historical issues in order to form or support an opinion
- generating and applying original ideas and strategies in situations of individual and group activities
- accessing diverse viewpoints on particular topics, using appropriate technologies
- assembling and organizing different viewpoints in order to assess their validity

**9.S.2 demonstrate skills of conflict resolution, cooperation and consensus building by:**

- proposing strategies or options to solve problems
- identifying and using a variety of strategies to resolve conflicts peacefully and fairly
- participating in and predicting outcomes of problem-solving and decision-making scenarios
- generating and applying new ideas and strategies to contribute to problem solving and decision making
- demonstrating leadership in groups, where appropriate
- accessing and retrieving information through the electronic network in the context of a group research project
- accessing, retrieving and sharing information from electronic sources, such as common files
- using networks to brainstorm, plan and share ideas with group members
- articulating clearly a plan of action to use technology to solve a problem
- identifying the appropriate materials and tools to use in order to accomplish a plan of action
- evaluating choices and the progress in problem solving, then redefining the plan of action, as necessary

### ► SOCIAL PARTICIPATION

*Students will:*

**9.S.3 demonstrate responsible citizenship through age-appropriate social participation as respectful and responsible citizens, such as organizing a forum or a debate**

### ► COMMUNICATION

*Students will:*

**9.S.4 communicate effectively by:**

- listening to others in order to understand their perspective
- making reasoned comments relating to the topic of discussion
- eliciting, clarifying and responding appropriately to questions, ideas and diverse points of view in discussions

## SKILLS AND PROCESSES FOR GRADE 9 (continued)

- responding appropriately to comments and questions, using language that is respectful of human diversity
- using skills of informal debate to persuasively express differing viewpoints regarding an issue
- communicating in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- interacting with others
  - communicating in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
  - using information technology to find facts that support or refute diverse viewpoints

### 9.S.5 develop skills of media literacy by:

- detecting bias on issues presented through the media
- examining techniques used to enhance the authority and authenticity of media messages
- assessing the impact of the media on lobby groups, government policies and public opinion
- analyzing the impact of television, Internet, radio and print media on a particular current affairs issue

## ► INFORMATION MANAGEMENT

*Students will:*

### 9.S.6 use the research process to complete an inquiry by:

- determining how information serves different purposes and that it may need to be verified to confirm accuracy or relevance to a topic
- integrating and synthesizing concepts to provide an informed point of view on a research question or an issue
- formulating new questions as research progresses
- drawing conclusions based on research and evidence
- developing a position supported by information gathered in answering a research question or an issue
- organizing and synthesizing researched information
- finding facts that support or refute diverse viewpoints
- practising responsible and ethical use of information and technology
- planning and conducting a search, using a wide variety of electronic sources
- refining searches to limit sources to a manageable number
- analyzing and synthesizing information to create a product
- evaluating the authority and reliability of electronic sources
- evaluating the relevance of electronically accessed information to a particular topic
- creating a plan for an inquiry that includes consideration of time management
- developing a process to manage volumes of information that can be made available through electronic sources
- demonstrating the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- making connections among related, organized data, and assembling various pieces into a unified message

## **SKILLS AND PROCESSES FOR GRADE 9 (continued)**

### **9.S.7 develop geographic skills by:**

- using geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- defining geographic problems and issues and posing geographic questions
- using, constructing and interpreting maps to broaden understanding of given topics
- using thematic maps to describe cultural and political regions
- compiling information from various media, and transforming the primary data into maps, graphs and charts
- accessing and operating multimedia applications and technologies from stand-alone and online sources; e.g., GIS
- posing and testing solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software

### **9.S.8 develop historical thinking skills by:**

- using historical and community resources to organize the sequence of local historical events
- summarizing the key events of a given time period, placing those events in historical contexts
- identifying and interpreting multiple causes and effects of historical events
- explaining the central issues and problems from the past, placing people and events in a matrix of time and place
- distinguishing cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations
- creating a simulation or a model, using technology that permits the making of inferences
- identifying patterns in organized information

## 9.1 Models of Decision Making within Canada

### General Outcome

Students will demonstrate an understanding of models of decision making within Canada as a basis for critical analysis of contemporary issues.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

9.1.1 appreciate how the complexity of decision making affects citizenship and identity in Canada by:

- recognizing imbalances of political power and authority in Canada (PADM)
- demonstrating a willingness to exercise their roles, responsibilities and rights as Canadian citizens (C, I)
- demonstrating respect for Canada's official languages (C)
- demonstrating respect for multiple perspectives regarding Canadian political issues (PADM, C, I)

#### ► Knowledge and Understanding

*Students will:*

9.1.2 evaluate the effectiveness of Canada's federal political system by:

- describing the structure and function of the branches of the federal parliament; i.e., executive, legislative and judicial (PADM)
- identifying how the structure and function of the provincial and territorial governments differ from the federal government and from one another; i.e., Québec civil code, common law (PADM)
- analyzing the distribution of power between the federal and provincial/territorial governments as set out in Canada's constitution (PADM)
- understanding the challenges posed by the distribution of power for the federal, provincial/territorial and municipal levels of government (PADM)
- summarizing how the bilingual nature of Canada affects its political structure, processes and functions (PADM, C)
- evaluating how our pluralistic society is affected by Canada's federal political structure, processes and functions (PADM, CC, C)
- interpreting the intent of the Canadian Charter of Rights and Freedoms (PADM, C)
- explaining how citizens influence decision making in Canada (PADM, C)

9.1.3 critically assess how Aboriginal cultures have been impacted by political decision making over time by:

- understanding how Aboriginal cultures have traditionally governed themselves; i.e., the Iroquois Confederacy and the Blackfoot Confederacy (PADM, TCC)
- understanding the political relationships between Aboriginal peoples and government over time; i.e., specific treaties, the Indian Act of 1951 and continuing revisions (PADM, TCC)

|                                 |                                           |
|---------------------------------|-------------------------------------------|
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- evaluating the rationale underlying government strategies to assimilate Aboriginal peoples; i.e., the High Arctic Relocation of 1951 and establishment of reservations and residential schools (PADM, TCC)
- assessing the ongoing impact of the Canadian Charter of Rights and Freedoms on political status of Aboriginal peoples (PADM, TCC)

**9.1.4 critically assess how Francophone cultures have been impacted by political decision making over time by:**

- determining the intent of significant legislation; i.e., the Quebec Act, the 1791 Constitutional Act and the Union Act (PADM, TCC)
- evaluating the underlying rationale of the deportation of the Acadians in 1755 (TCC, PADM)
- explaining how the deportation of the Acadians impacts the identity and citizenship of Francophones in Canada (CC, C, I)
- assessing the ongoing impact of the Canadian Charter of Rights and Freedoms on Francophones (PADM, TCC)
- analyzing the intent and assessing the implementation of the *Official Languages Act* in Canada (PADM, TCC, C)
- evaluating how official language minority rights regarding education are protected (PADM, C)

|     |                             |
|-----|-----------------------------|
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|      |                                      |
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## 9.2 Aboriginal Cultures and Presence in Canada

### General Outcome

Students will demonstrate an understanding of First Nations, Inuit and Métis peoples in Canada, and appreciate them as an integral part of Canada's identity.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 9.2.1 appreciate the unique relationship between Aboriginal peoples and the land (LPP)
- 9.2.2 recognize diverse perspectives regarding the validity of oral agreements (TCC)
- 9.2.3 recognize that First Nations people perceived treaties as sovereign agreements (TCC)
- 9.2.4 recognize current issues and historical biases that affect Aboriginal peoples (TCC)

#### ► Knowledge and Understanding

*Students will:*

- 9.2.5 analyze the relationships between Aboriginal peoples and government over time by:
  - discussing the roles and contributions of significant people who were involved in treaty making (TCC, PADM, C, I)
  - assessing the status of Aboriginal women and how it has been affected by legislation (PADM, TCC, C, I)
  - describing the history of reserves and settlements (TCC, PADM)
  - assessing how the identity of the Aboriginal peoples has been affected by government strategies of assimilation (I, TCC, PADM)
  - examining the status of Aboriginal peoples at federal and provincial levels as described in the Indian Act of 1951 (PADM, C)
  - examining the Métis Settlement Accord (PADM, C)
  - examining the participation and contributions of the Inuit in the establishment of Nunavut (LPP, CC, PADM)
  - discussing the current state of inherent rights of Indigenous peoples in other parts of the world (GC, CC, PADM)

|     |                             |      |                                      |
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## 9.3 Francophone Presence in Canada

### General Outcome

Students will demonstrate an understanding of how and why Francophones ensure their vitality throughout Canada and an appreciation of how their presence and influence contribute to Canada's foundation and identity.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 9.3.1 appreciate the cultural diversity of Francophones in Canada (CC)
- 9.3.2 demonstrate respect for rights of Francophones in Canada (CC)

#### ► Knowledge and Understanding

*Students will:*

- 9.3.3 research Francophone presence, cultures and communities in Canada by:

- describing the demographics of Canadian Francophonie (LPP)
- assessing how cultural diversity and multilingual aspect affect the identity of Canadian and international Francophonie (GC, CC, I)
- analyzing the role Québec plays in the Canadian Francophonie (LPP, CC)
- analyzing Francophones' place in Canada's cultural, linguistic, political and historic fabric (CC, I, PADM, TCC)
- describing the increasing cultural and linguistic diversity of Canadian Francophonie (LPP, CC)
- assessing the contributions of Francophones to the arts, sports, science and technology in Canada (CC)

- 9.3.4 analyze the relationships between Francophone peoples and government over time by:

- evaluating the effects of significant legislation on the identity and citizenship of Francophones in Canada; i.e., the Quebec Act, the 1791 Constitutional Act, the Union Act, the Durham Report and Confederation (TCC, PADM)
- assessing the intent and impact of the Canadian Charter of Rights and Freedoms regarding education for Francophones in minority settings (PADM, CC)
- comparing the perspective of Francophones in minority settings to that of Francophones in Québec regarding the Constitutional Act of 1982 and the Meech Lake Accord (CC, PADM, I)
- describing how Francophones have effected change regarding their linguistic and educational rights (C, I, PADM)

|                                 |                                           |
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## 9.4 Emerging Issues for Canadians

### General Outcome

Students will demonstrate an understanding of emerging or ongoing social and political issues in Canada and an appreciation of their impact on citizenship and identity, based on their critical analysis of these issues.

### Specific Outcomes

#### ► Values and Attitudes

*Students will:*

- 9.4.1 demonstrate respect for and value Canada's diverse cultural communities (C)
- 9.4.2 appreciate how global pressures affect citizens and culture in Canada (GC, C, I)
- 9.4.3 recognize the impact of the media on political and social issues and decision making in Canada (PADM)
- 9.4.4 recognize the power and influence of American media on cultural and social aspects of life in Canada (PADM, GC, I)

#### ► Knowledge and Understanding

*Students will:*

- 9.4.5 critically assess the impact of Canada's changing demographics on citizenship and identity by:
  - analyzing current and changing immigration policies in Canada (C, PADM)
  - assessing the impact of immigration on Aboriginal peoples (C, PADM)
  - evaluating demographic trends in Canada (LPP, C)
  - assessing the impact of immigration on Francophones in Canada (C, PADM)
  - describing how individuals' rights are protected as to race, culture, religion, gender, security and freedoms (PADM, I, C)
  - debating how race, culture, religion and gender can become issues in a pluralistic society (PADM, I, C, CC)
- 9.4.6 critically evaluate the impact of the United States and the American media on cultural and social identity in Canada by:
  - describing how American media and popular culture influence their own and others' choices and ways of life in Canada (CC)
  - analyzing similarities and differences between Canadian and American beliefs, values and ways of life (CC)
  - analyzing the impact of popular culture and media on multiple cultural beliefs and traditions in Canada (CC)
  - comparing the effects of American media and culture on Francophones in a majority setting in Québec to Francophones in minority settings in Western Canada (CC)
  - comparing the effects of American media and culture on Francophones in Québec to English-speaking Canada (CC)

|                                 |                                           |
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**9.4.7 debate emerging political issues by:**

- evaluating how current economic and resource issues will impact Canadians (ER, CC)
- analyzing current labour issues and the changing dynamics of labour unions (ER, CC)
- describing the strategies of lobby groups to gain political power and effect change (PADM)
- assessing how emerging global issues will affect Canadians (GC)
- analyzing the impact of the media on the interpretation of Canadian and world issues (CC, GC)
- discussing issues of taxation and tax evasion (ER, PADM)
- assessing the role and impact of the media on political issues in Canada (CC, PADM)

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# Glossary of Terminology—Grade 9

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**Act**—a legislation passed by government

**bias**—1) a preference or an inclination, especially one that inhibits impartial judgement; 2) an unfair act or policy stemming from prejudice

**Blackfoot Confederacy**—a living participatory democracy comprised of the Blood Tribe and the Peigan, Siksika, Stoney and Tsuu T’ina Nations

**conflict resolution**—actively seeking a solution to a disagreement between people with opposing opinions or principles

**consensus building**—the achievement of agreement through a process of communication in which all parties affected by a decision have equal power and equal voice. Consensus is achieved when there is common agreement among all parties involved

**ethical**—behaviour demonstrating accepted beliefs, particularly a theory of moral values

**Francophonie**—a loosely united group of nations in which French is a first or culturally significant language

**Iroquois Confederacy**—the oldest living participatory democracy comprised of the Mohawk, Oneidas, Onondagas, Cayugas, Senecas and Tuscaroras

**jurisdiction**—particular area or community that forms a political entity

**linguistic heritage**—traditions and learnings shared by people having the same first language and handed down from past generations

**lobby groups**—groups that try to influence the decisions of governments relating to a particular issue

**official bilingualism**—Canada’s federal government policy defining the status of both English and French in Canada

**parliamentary system**—a system by which a country is governed by an assembly of elected representatives

**popular culture**—culture that is enjoyed by the majority of a given population

**population**—the number of living organisms in an area

**status**—an official position, especially in a social group





